

# THE SCHOOL JOURNAL.

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ESTABLISHED 1870.

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## THANKSGIVING.

## A PROCLAMATION BY THE PRESIDENT OF THE UNITED STATES.

It has long been the custom of the people of the United States, on a day in each year especially set apart for that purpose by their Chief Executive, to acknowledge the goodness and mercy of God, and to invoke His continued care and mercy.

In observance of such custom, I, Grover Cleveland, President of the United States, do hereby designate and set apart Thursday, the twenty-fifth day of November, instant, to be observed and kept as a day of thanksgiving and prayer.

On that day let all the people forego their accustomed employment, and assemble in their usual places of worship, to give thanks to the Ruler of the Universe for our continued enjoyment of the blessings of a free government, for a renewal of business prosperity throughout our land, for the return which has rewarded the labor of those who till the soil, and for our progress as a people in all that makes a nation great. And while we contemplate the infinite power of God in earthquake, flood, and storm, let the grateful hearts of those who have been shielded from harm through His mercy, be turned in sympathy and kindness toward those who have suffered through His visitations.

Let us also in the midst of our thanksgiving remember the poor and needy with cheerful gifts and alms, so that our service may, by deeds of charity, be made acceptable in the sight of the Lord.

HERBERT SPENCER says: "Ideas do not govern the world. The world is governed by feelings to which ideas serve only as guides." This remark is happily illustrated by President Dwight's account of his early education, in which he says that he cannot help "feeling that the great defect of the past and the present education lies in the want of personal and individual intercourse between the teacher and his pupil—immediate contact of the mind of the former with the mind of the latter—in such a degree as is to be desired for the pupil's highest inspiration. Our system of education, which has been growing in popularity of late in all our higher institutions of learning, places the student far too much in a kind of great machine, where his individuality is lost in the working of the machinery. It is the mind and the man which we need to develop, and to this end something more than textbooks and examinations are necessary."

IN every school "the bad boy" is to be found. It is remarkable that the teacher finds a "bad boy" where the community did not suspect one existed; and again, that a woman finds one when a man does not. The "bad boy" does not do things just as the teacher wishes. He does not love to sit still and fold his hands; he does not love to learn his lesson; he will smile at the girls; he will make pictures on his slate, though often forbidden to do it; he will whisper, though he knows it is the awfulest crime in the calendar; he does not walk gently along the floor; he watches the flies instead of studying his lesson; he comes late to school showing he does not prefer the school-room to the fresh air outside—as he ought to do; he chews gum, eats apples, munches candy, and throws spit-balls; he pinches the boy next to him and laughs to see him suffer.

What shall be done with this terrible creature? The easiest way is to turn him out, label him "bad boy," and declare that "he is sure to come to some bad end," "bring down his father's gray hairs with sorrow to the grave," etc. But it is a singular fact that many of the "bad boys" of one teacher are the good boys of another, and also that they possess twice the talent of those that break none of the sacred laws of the school-room. Let the teacher remember that Jesus came to save the sinners and not the righteous; and in this spirit determine to go for "the bad boy" and capture him. If he succeeds he will be happy all his life.

THE value of a good story cannot be overestimated. Of course as there is a time and place for everything, there is a fit time and place for even the best story that can be told, but it will always be a fact that a first-rate story in the school-room will often convey a lesson no amount of preaching can give.

Great men absorbed in the affairs of state or business have often been renowned as story-tellers. Among the foremost of such statesmen in our country was President Lincoln. On one occasion Mr. Murdoch, the actor, went to see him. "I'm too busy to see you now, Murdoch," said the President, "your business will have to wait." "But, Mr. Lincoln," replied the actor, "I've not come on business. I've come to tell you a good story." "Oh, if that's it," said Lincoln, "it's all right. Go ahead with the story;" and he settled himself down as though he hadn't a thing in the world to do but to listen.

Old stories are told as new ones from generation to generation, but they are no less good, and acceptable to the young on that account. The anec-

dote of the student who made a wager that he could go to the graveyard at night, and plunge a pitchfork into a grave, and who fastened his own cloak to the ground with the fork, and imagined himself held by an unseen hand, and died of fright, is very old, but it is no less good for those who never heard it before. Then there is the old story of the dog who, being troubled with fleas, walked slowly in a pond until his tormentors were driven to his nose, and he destroyed them all, is so old no one knows when it was invented, but it is so good it will be told to the end of time. Good retorts, where they illustrate the use of words, are often useful in the grammar or rhetoric class, for example, that one told of an illiterate brother who prayed for an evangelist who, he said, "had come among us in great feebleness and weakness;" "but, O Lord, do thou make him sounding brass and a tinkling cymbal." And that other story, told concerning a good old deacon who had not been especially edified by his pastor's teachings, and who prayed that he "might be filled with wisdom and knowledge to declare the truth, for thou knowest, O Lord, how long we have been fed from an empty spoon." It was not so much a telling prayer as an effective speech. Stories in the school-room should have some instructive point. A poor and uninteresting one should never be told.

THE Creator made man with a tendency toward higher and better things. This is the most precious endowment man has; it is the source of civilization, of culture, of art, of religion, of education; in short it is what distinguishes man from every other created thing. On this great central institution, for such it is, all depends. The teacher, upon taking charge of his school, immediately acts on the belief that in the minds of his pupils there is a desire to know, a desire to advance, a desire for improvement. The mother, looks often and longingly at the babe in the cradle to see signs of intelligence, and at once addresses that intelligence;—and what advancement that child makes in a few years!

Every thoughtful man will say that his desire to be a better human being has been a light in the dreadful darkness that surrounds him. Those who have cherished that light have lived happy lives; those who have purposely put it out have committed the unpardonable sin.

There is food for deep and earnest reflection here. The pupil may learn his tasks and go away without seeing or knowing how his work shall advance him. The teacher may give work to be done and go no farther; he may be satisfied with the *memorita* recital of the page. Certain it is that much of the work of the school and college tends to crush out the tendency upward—that is, is not educational. A superintendent may lay out the work of ten or fifty schools; teachers may be hired to see that that work is done,—and it may be thoroughly done, as it is called; and yet the tendency upward may be wholly left out of sight. A man who plants the hop-vine provides at great expense for the upward tendency in the plant. Pupils go to school primarily to exercise the tendency upward; it is to cultivate this that they learn to read and write.

In an address to the pupils of the Saturday Training Class some years ago, one of the superintendents of this city said: "These are the appropriate methods then for teaching reading, but let me say that you may do all this and fail, because the child must do more than learn to read. You may, then, leave undone the most important thing of all." That is, we may teach reading and not educate!

It cannot be too often said that the teacher holds a most responsible office; and that the work of teaching is one that involves a consideration of the deep plans of the Creator.

## A FEW FACTS WORTH THINKING ABOUT.

The Board of Apportionment of this city recently discussed the educational budget for the coming year, and an effort was made to cut down the amount previously given, but after some debate \$3,842,950 was allowed for the salaries of teachers, \$98,000 for the Normal College, and \$88,000 for the evening schools, but when \$86,000 was asked for the salaries of the city superintendent and his seven assistants, and \$32,000 allowed, Mayor Grace thought the amount was extravagant. He said that he thought \$7,500 is altogether too high a salary for the city superintendent. It was urged that since principals receive \$3,000 it was only right that assistant superintendents should receive more. \$140,000 was allowed for supplies, and \$12,000 for truancy expenses. It is a significant fact, that while this year the educational department of this city gets \$3,866,300, and while \$4,081,000 is needed, \$188,050 less than that sum has been allowed.

From the above facts several important lessons can be drawn interesting to teachers, not only here, but everywhere.

1. Supervising officers, competent to direct large enterprises, educational or business, are worth good salaries. Any large city in this union ought to be profoundly ashamed of itself to offer its superintendents less than \$3,500 or \$4,500, and any man or woman accepting the office of superintendent for a less sum should stand self-condemned as incompetent for the place.

2. Public men who think they can get first-rate superintendents at third-rate prices do not respect educational systems or talent.

3. There are a few superintendents in our country who are worth \$7,500 a year, but their number is not great, and the names of these men are so well-known it is not necessary to mention them here. Men who are profoundly versed in any important business, and are also known to have capacity and unquestioned honesty, are worth to any company, in cash value, a large sum. It would be economy to pay some men a good salary to keep out of the superintendency of some business enterprises.

4. In any honest business the money paid to an employee represents his value. It is a recognition of just how much he is worth.

5. In educational matters well-paid incompetency and permanency is worse in its effects than anywhere else.

6. Teachers must make their worth felt. They must establish for themselves a business valuation. The people must feel that it would be disastrous to the business of the state to dispense with their services. At present many do not feel this way. They rate teachers work very low. To them it is a matter of utter indifference who teaches school, and they show these feelings by the way they pay their teachers. School-girls are put into teachers' positions at a working-girl's wages—sometimes even less.

7. If the teachers of New York cannot impress such men as Mayor Grace with the importance of liberal and increasing pay, if they cannot stop the remark, "The department of education is spending too much money," they must suffer in pocket and reputation, and expect that while the city goes on increasing the number of its pupils at the rate of ten thousand each year, the Board of Apportionment will also go right on, as they have commenced, cutting off public money at the rate of \$188,050 each year, until the schools will be ruined for want of public recognition. This whole matter is in the hands of the teachers.

8. But there is something, just now, far more important to teachers everywhere than the salary question.

*It is professional fitness and ability.* Public opinion is setting against old methods. The public press is full of such utterances as this from the *Western Plowman*:

"There is a fearful waste of energy in our present educational methods. Young minds are crammed indiscriminately and without any reference to their future lives, with dry facts and worse than useless rubbish. The human mind is not a reservoir, to be filled up, but it is a living mechanism to be schooled for action. To know how to do ourselves is better than to know what somebody else has done. This should be an obvious truth, but the most of our educators do not seem to recognize it. The educational field is choked up with weeds, and it needs the plowshare of reform. Public sentiment will be aroused some day, and a vigorous cleaning out will be ordered."

It will not do to laugh at such utterances as these. Suppose the teachers are right and the public press wrong, the fact remains that many teachers have not been able to convince the public that they are right. But the facts in the case are as follows:

Statistics show that out of the 300,000 teachers in the school-rooms of this country to-day, less than 75,000 will be found there at the end of four years. Of this 300,000 not more than 75,000 take any educational paper

or have read any book of a professional character, and only a very small per cent. have attended a normal school or received any instruction in the science and art of teaching, except what may be gleaned from an occasional attendance at a teachers' institute. These are a few facts that will bear thinking about.

In a school-room the other day we saw this motto on the wall, "Avoid anger, envy, and jealousy." It was put up for the pupils to read and follow, but a little incident led us to feel that it was a good one for the teacher also. A pupil had not obeyed a rule and the teacher addressed him in a high and an angry key. After school was over, he remarked, "I would like to shake that boy just once, he is a great trouble."

There should be mottos on the wall for the teacher to read, and the above is a good one to begin with. For others, "I must daily advance in skill and knowledge." "I must be courteous to all my pupils." "I must not expect too much from them—they are children." "Children learn from those they love." "Order is nothing unless it leads to growth." "Whispering is not a crime."

Let no teacher ask more of a pupil than he would be willing to give if he were in the pupil's place. Should pupils be required to avoid anger and the teacher get angry when he chooses?

BRO. MERWIN, in his *American Journal of Education*, says:

Go to the text-books for methods. What do the people care about methods? Give us competent teachers, and we shall get methods enough; but incompetent teachers make poor work with the best methods, and with everything else. Keep the School Journals at their proper work, and go to the text-books for methods."

On another page of the same issue he gives the following method:

"Now and then get outside of the text-books for an exercise. Let the pupils bring in all the geographies and cyclopedias they have. Say our lesson to-morrow will be England. Find out three facts concerning each of the cities of London, Liverpool, and York. Let them make a map of England on blackboard or paper, drawing all the rivers, and locating correctly ten principal cities. This you will find will make a live practical lesson; and given by live teacher, the pupils in that school will soon learn to "investigate for themselves."

School journals are for teachers; few outside read them and thousands inside take none. Make the schools better! Improve teaching! Wake up thought! This must be done, mainly through the energizing influence of the press. We want more methods that are methods.

THE New York City Board of Education asks for an appropriation for the purpose of establishing industrial schools. A number of the commissioners are heartily in favor of it, and even those who oppose the plan may consent to give it a trial for a year or two.

Such a statement as this shows that some people, and even some boards of education, do not yet understand what the object of industrial or manual training is. We do not want *trade* schools, but *mind* schools, in which the pupils, through the constant exercise of *all* their senses, may become fitted for the work of life. Industrial education should be introduced into all the schools of this city.

THE ARM of the Statue of Liberty is sixteen feet; and its entire height above low water, 305 feet, six inches.

MR. JAMES RUSSELL LOWELL, in his recent Harvard address, said: "No language is dead in which anything living has been written."

PRESIDENT CLEVELAND said, at the Harvard celebration:

"I find myself to-day in a company to which I am much unused, and when I see the alumni of the oldest college in the land surrounding, in their right of sonship, the maternal board at which I am but an invited guest, the reflection that for me there exist no alma mater, gives rise to a feeling of regret, which is kindly tempered, only by the cordiality of your welcome and your reassuring kindness. If the fact is recalled that only twelve of my twenty-one predecessors in office had the advantage of a college or university education, a proof is presented of the democratic sense of our people, rather than an argument against the supreme value of the best and most liberal education in high public positions."

Mr. Lowell also said, in his Harvard address:

"Times have changed, and it is no longer the ambition of a promising boy to go to college. They are taught to think that a common school education is good enough for all practical purposes; and so perhaps it is, but not for all ideal purposes. Our public schools teach too little or too much; too little, if education is to go no farther; too many things, if what is taught

is to be taught thoroughly. And the more they seem to teach the less likely is education to go farther, for it is one of the prime weaknesses of a democracy to be satisfied with the second best, if it appears to answer the purpose tolerably well, and to be cheaper—as it never is in the long run."

We desire to call special attention to the above paragraph. Is this the truth?

Some of our grammatical purists will probably criticise Mr. Lowell's English. He said :

"Some of the tracts in the Whitfield controversy prove that the writers had got here a thorough training in English at least."

We recently had quite a dispute with an old teacher of grammar who claimed that *had got* is not good English. He teaches his pupils to say, "*had gotten*." Is he right?

## EDUCATIONAL JAYHAWKING.

BY SUPT. J. M. GREENWOOD, Kansas City, Mo.

I have seen six big dogs worry a calf, and I have also seen six burly educators pitch into a weak "school-keeper," and worry him, too.

It so happens that I read several educational journals, and occasionally one brother "goes for" another, and says all sorts of mean things about him.

As a "jayhawker" or a "border-ruffian," I am not particular as to the name, I here enter my solemn protest against all such warfare. Let an outsider pick up some of our educational journals, and he would soon be forced to the conclusion that a "set of villainous" had by some means got into positions for the purpose of stealing heaven and raping sheol. And at bottom, the trouble is found to be a difference of opinion, perhaps, on some very trivial matter.

In times past I have differed from many of my warmest and firmest friends. We did not look at the world through the "same gimlet hole." It was an honest and a manly difference. To have said naughty things about each other would have been the height of folly.

Personally, I may differ from all the first-class, second-class, and on down to the scrubbiest teachers in the country, yet I cannot see why that is a crime, or that I should call names or impugn motives.

I never bank much on pedigrees, titles, morality, or even religion when a fellow comes along holding these articles "out on his coat-sleeve," and neither can I help thinking of Job Trotter's pitiful face at times; but with an experience of twenty years, I have found only three teachers who would not pay their debts; one of these was not a man. During that time I have lent sums of money varying from five dollars to one hundred dollars, to more than five hundred teachers and students, with the result as above stated.

Now then, I claim that teachers as a class are the most conscientious persons we have in the country, and that it is unmanly, unjust, and dishonorable, as I understand that word, to be continually throwing mud on clean clothes.

I am willing to discuss principles, but not persons, and I am not going to sneak around to do it. I am not hit, and I do not know that I have stepped on "any sore toes," and I wear no collar that is not paid for; but I fling a boulder into the air to let the anxious ones know that "we still live, and move, and think."

CERTAIN snobs in this city have recently been greatly horrified by finding that George Washington ate green peas with his knife. They think that a history containing such a statement ought not to be used in our schools. In Washington's time it was polite to pour out tea in a saucer, and put the spoon in the mouth in eating soup. In the time of Queen Bess beefsteak was eaten with the fingers. It is right for a history, as well as an educational paper, to tell the truth.

The following letter was recently addressed by Col. Parker to Miss E. E. Kenyon, of Brooklyn. It speaks for itself.

DEAR MADAM:

The teacher of the little beginners should have the highest salary paid in *any grade* to teachers of single classes. I have not the time or space to give here all my reasons for this conclusion. One or two I state. It requires greater skill and greater knowledge to teach beginners than to teach any other grade. All teaching and training leads directly to the formation of good or bad habits. The impressionable six-year-old, under the domination of a teacher, and in a new world—the school-room—will easily form bad habits that neither time nor training can ever eradicate. Good habits can, under the right directing, be as easily formed as bad ones.

A primary teacher should see the relation of her teaching to all work in subsequent grades, ideally. She should know the whole work. She should be a teacher of large experience.

Yours truly,

FRANCIS W. PARKER.

## CHILD ARTISTS IN NEW YORK CITY.



SMALL boy of about ten, with brilliant red hair and dressed in a shabby diagonal suit of the real Baxter street brand, got down on his knees in front of a beer saloon in Avenue B the other afternoon and began to vigorously rub the pavement with something he had taken from a large parcel. It took about ten minutes to collect a sympathetic crowd and it did not take them long to find out that the red-headed boy was trying to make a picture by the aid of his fingers, a handkerchief of doubtful age, and a parcel of variously colored chalks on the blue stone pavement. He worked slowly and seemed to take pleasure in his work. As the colors were laid on, a rub of the dingy handkerchief made a harmonious blending, and the crowd struck up a faint cheer as a Teutonic looking portrait of Henry George, with a very red nose, bloomed out from beneath the young artist's deft fingers.

"How much can you make in a day now?" asked a bystander.

"Just now I'm good for from two dollars to two and a-half a day. Christmas and the holidays bring in some extra money, and now and then I strike a job to make a cartoon every week for a tobacco store or saloon; but such snips are mighty scarce I'm sorry to say."

"Why do you do in summer, when there isn't excitement of any kind going on in the city?"

"Then I go back to selling papers or shining boots. The pavements gets so hot that I couln't work on 'em if I wanted to."

"Do you prefer art to shining boots?"

"Well, you can bet I do!" said the artist for the



THE SIDE-WALK SKETCHER.

million, as he prepared to disappear. "If there's anything I likes more than eatin' it's drawin' them faces on the sidewalk. Seems to me I feels better when I'm doing that kind o' work than if I was earning twice as much shinin' boots for Jerseymen." Having delivered himself of this Bohemian axiom the young artist drifted into the saloon to receive his reward.

A little store on Sixth avenue does a large business in selling hand-painted plaques and other articles for ornamenting mantelpieces and for practical use. Nearly all this kind of work is performed by little girls who are wonderfully quick in handling a paint brush. Up in the highest story of a Twenty-eighth street tenement, a number of little artists were found at work in charge of a young lady who directed them in their duties. Some were painting fans, others wooden plaques, and another group were hard at work over satin and plush-covered whisk-broom holders. Of course the articles were of an inexpensive kind, such as would be retailed in the stores for from a-quarter to a dollar each. The little girls were all dressed neatly and seemed to find a good deal of interest in their work, so that they hardly looked up when a visitor entered.

The painting, such as it is, which these children turn out, is not the kind an artistic mind would enthuse

over, consisting for the most part of a bunch of flowers, violets generally, and a few green leaves bunched together with little grace. When we consider that some of the artists, however, are hardly eight years old, it is indeed wonderful that they are able to produce anything resembling a still-life study.

Generally, a stencil is first used to define the pattern, and the children then paint in the flowers from a picture which is given them. They get from \$4 to \$6 a week, and certainly earn their salaries, even considering the low prices the retail stores pay for such goods.

As for the children who do this kind of work, they enjoy it hugely. A lady, who controls one of the manufactory employing only juvenile workers, said she had more applicants for places in her little shop than she could ever hope to find room for. Every child loves to



CHILD-ARTISTS AT WORK.

draw and paint, and the prospect of combining business with pleasure is naturally a very alluring one to them.

On Second avenue, near Twenty-third street, a modest little tin sign announces to the passer-by that an artist on the third floor will make a life-size crayon portrait from a photograph for \$5. The remarkable liberality evinced in this offer led the writer to ascend two steep flights of stairs in quest of the artist. The door was opened by a girl who looked to be about fourteen years old, but who might have been much younger.

"Is the artist in?" was asked.

"I—I—am the artist," stammered the child shyly, and then recovering her composure after the visitor was seated asked: "So you want your portrait made? Here, one I have just finished," pointing to a picture which lay on a home-made easel.

The subject was not an inspiring one; the face of a vulgar-looking variety actress, whose portrait would seem out of place in any other surroundings than a cheap theatre, but it was remarkably well done for so little money, and considering how very young was the artist.

"And can you really afford to do such work as this for five dollars?" the little girl was asked. "Why, I should think such a large picture would take you fully a week."

"No; about two days," said the child. "To tell you the truth, sir, they are made with a drawing machine," holding up that wonderful little picture-copier which looks like a wooden "W," and is called a pantograph. "But it took me a long while to learn how to use it, and of course I have to touch up the eyes and do all the blending," she added, simply.

"And how about your earnings?" was asked.

"Well, I make more than when I was in the tobacco factory, and get a chance to pick up a little education. Around Christmas time and the holidays I sometimes make \$20 a week, by turning out four pictures in that time."

"What kind of patrons do you have?"

"Oh, they are mostly working people, and very often actresses who play at the cheap theatres. One trouble I find—in getting my pay. You see, as most of my patrons are working for so all wages they are unable to pay for the picture in advance. I get \$3 on deposit, and the rest in monthly instalments; but, of course, I often lose by having bad debts. It is getting near Christmas time," she added, in a business-like way, "and I think seriously of raising my price for the holidays."

There was a wistful look on the child's face as she showed the writer out. It was evident business was certainly not rushing in the portrait line.

Children who show wonderful artistic precocity are

not scarce among the studios. Bickford, the artist, who paints in the great building near Thirty-second street and Broadway, had a boy studying with him some time ago who was a wonder in his way. When only nine years old he could do original studies in black-and-white; and a life-size portrait, in oils, of a well-known New York divine, which he made when eleven, is to-day to be seen in the studio in the locality mentioned.

In many of the photo-engraving offices it is by no means rare to find boys working for a few dollars a week who are of help to their employers in an artistic way. In the lower grades of art little boys often find employment. A Bowery establishment which turns out cartoons for saloons and tobacco stores has several lads working on the crude pictures which find so much favor with the loungers about the streets. These cartoons do not represent a very high order of art, but they please the people and bring in a living to a number of honest workers who might otherwise fare badly were it not for such an industry.

The greatest number of children, especially little girls, find about this time of the year abundant work in coloring photographs. The process is very simple and as the work can be done at home the little artists can make only small wages, no matter how hard they work, but it is pleasant and much better than a stuffy factory, with its dust and heat.

Workingmen's children who evince an early talent for art have a hard time in pursuing their vocation, and doubtless many artists are lost to the world because they cannot pursue their studies. They are taught that art is a useless sort of profession which only the rich can afford to follow and quite out of place for a poor man to take up. They are probably apprenticed to some trade which requires all the services of their strength and so their talents are forgotten and bid by the rust of workaday life. Brawn triumphs over brain and the world gains a toiler where it loses a painter.

## THE COUNTRY SCHOOL.

AS IT WAS AND IS IN SOME PLACES.

BY SUPT. J. J. JENNINGS, Bristol, Conn.

There is, I venture to say, no subject as to which the average American, and especially the New Englander, folds his arms, hugs himself complacently, and congratulates himself with so much self-satisfaction as the state of education and teaching and schools. It is the theme of buncombe, of Fourth of July spread-eagleism. It is always and everywhere a legitimate theme for self-adulation.

Yet, I say boldly, without fear of contradiction, that there is no one thing or interest among us which is so thoroughly permeated from core to surface with humbug as this one of education and schools. And I say this realizing thoroughly that I have been connected with schools in one way or another nearly all my life.

Scholars are humbugged and humbug themselves, with the idea that they are gaining an education that will be of use to them in after life, when such may, or may not, be the case. Parents are humbugged with the idea of what great things are being done for their children. They are either hypercritical and so hamper children and teachers as that nothing is accomplished; or they justify the teacher in every action and fail to demand what they ought to require of him; or they are totally indifferent as to teachers, schools, or scholars. District committees too often fail to exercise that judgment and care in employing teachers which they would use in searching for a common farm hand. School visitors flatter and purr, allow incompetent teachers to be palmed off on themselves and the schools; they fail to be firm, and honest, and true, and outspoken.

In the first place, but four or five persons will be present at school meeting. Some one not present will be appointed committee, for only by taking away from the person appointed the power to resign can anyone be found to serve. He leaves the matter of the selection of a teacher till the last day, unless he has some relative or personal friend who desires the appointment. He then takes up with the first applicant and brings the teacher to the School Visitor the Saturday before school is to begin, for examination. He tells the Visitor that school has been advertised to begin the following Monday; that the teacher he has brought is perfectly satisfactory to him and to the district; and he hopes that he will be inclined to grant a certificate—it is only a small school anyway. The examiner is a timid man, anxious to please everybody, not intending to be remiss in his duty, but very much worried lest he shall disoblige Mr. Committee and the district, and possibly the teacher. Besides, it would make so much talk, you know, if school did not begin as advertised. After a few questions and

a very superficial examination, the certificate is granted and the committee goes away self-satisfied, and glad to have a disagreeable duty off his hands.

The teacher "keeps" the school. The word is apt, and well illustrates the state of things. He doesn't teach, he keeps the school. He knows barely enough to keep ahead of his best scholars. He asks his scholars what they want to study and hears them in such branches as they select. By carefully keeping his finger on the place, he is able to know whether the scholar has committed the text correctly. For the examples in arithmetic he uses a key, and if the scholar cannot work the problem he copies the solution and hands it over to the pupil. He either has no control over himself or the school, or he starts out with the announcement that, if he does nothing else, he shall keep order. As that is what he understands best, he devotes most of his time to it. His idea of keeping order is to walk the floor continually, his feet clad in loud-creaking shoes, and, passing up and down the aisle, he effectually distracts the attention of what few scholars are trying to con their books. He slaps this child on the side of the head, sends that one to stand under the desk, and breaks a switch over the back of another. But it is noticeable that the objects of his assaults are the smaller children.

Sometimes, indeed many times, the teachers are well-meaning and the scholars desirous of learning. But the teacher has no knowledge, experience, or intellect which can guide him in leading his band of scholars, and so everything goes hap-hazard, and instead of a term of good work nothing is accomplished, and the scholars would have done better to have stayed at home and chopped wood and washed dishes. The School Visitor, to be sure, comes in the beginning and close of the term, sits awhile, and perhaps tells the children that it is within the power of every one to become either President or the wife of a President, and that is all his visit amounts to. The scholars are supposed to study reading, writing, arithmetic, geography, grammar—possibly a little United States history. Inquiry in Rhode Island has shown that only about seven per cent. of the scholars make any attempt to study United States history, and that is probably a fair test of what has been the case in Connecticut.

The classes in reading take their places and go over as much of their reading-book as the time will permit. In geography, the teacher asks, and the scholars answer, as many as possible of the questions laid down in the book. In grammar they parse and analyze and learn the text. In arithmetic they learn the rules and do the examples connected therewith. Excellence in arithmetic consists in doing every example in the book by the use of the proper rule or formula; excellence in the highest degree, the ability to skip around and to do any example on call, recognizing the example and remembering in each case the proper rule. If an example not in the book is given out, the answer, "That example is not in my book," is conclusive. If there is a class in history, the recitation consists in listening to a certain amount of text recited by the inch from the prescribed book. I don't think I give an exaggerated account of the ordinary country school as it *has* existed here, and as it exists to-day in many places.

## THE SCHOOL-ROOM.

### WORK FOR LITTLE HANDS.

BY C. C.

#### STICK LAYING.

Lines are represented everywhere about us in nature—the twigs of the trees, the stems of the flowers, and the roots of the plants. All these are of wood fibre, and each has its place in the great vegetable world that surrounds us. Let the teacher talk with the children about trees. They will tell her something of the *outer* life of the tree, its *trunk*, its *bark*, its branches and leaves. She may tell them of the *inner* life, the roots, the sap, the rings that mark its age, the pores through which it drinks in sun and air, moisture, and nourishment. The teacher may lead the children to notice the different kinds of bark, shapes of leaves, and colors of the blossoms in the spring-time. She may tell them the story of cutting down the trees, shipping them to the mill, what boards are used for. Let the children find things made of wood about the room. Tell them that some of the wood was sent to the shop of a man who took great pains to cut them into the little sticks they are going to work with. The sticks are of five different lengths, and so slender that they represent a line. They may be

bought at any store where kindergarten material is sold. The children can be taught to make three different kinds of forms with these sticks.

I. Geometrical forms. II. Forms of objects. III. Forms of symmetry. Although these are three distinct channels through which the child may be developed, yet they may often be combined in one lesson, which is a better way, for it gives variety.

"Children I am going to give each of you *one* of these little two inch sticks, and I want you to lay it from front to back on the desk before you; now place it from right to left, and then in a slanting direction. All show me the end of your sticks. How many ends has each little stick? Now hold it in the middle. Balance it on your finger. We will all call it a pen and write with it. Now we will each make believe it is something else. Charlie, what is yours?"

"Mine is a pin."

"Mary, what will you call *your* stick?"

"I have a needle."

"Children, all repeat what has been said, 'a pin, a needle.'"

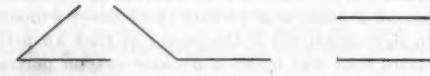
George—"Mine looks like a match." Children repeat—"a pin, a needle, a match, etc."

The children are to recall the names that have been given to these little sticks, and at the close tell a story bringing in each name if possible. This little exercise will strengthen the memory of the children. They will watch with interest for each new named thing, and their attention will be fixed. Again, ask the children to hold up their sticks, and drop them just as they say, "One, two, three, my little stick is free."

Take two sticks. Let them represent a square corner in different positions, thus:



The sharp corner, blunt corner, and parallel lines may be laid, thus:



With two sticks the children might cross them and call it a saw-buck, thus: or a cross, thus:

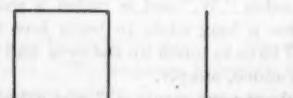


To introduce a little song with the sawing of wood, would make the exercise attractive and strengthen the little arms.

"Let us now begin our sawing,  
Forward, backward, pulling, drawing,  
Sawing, sawing wood in two,  
Little pieces, bigger pieces  
See-saw, see-saw—see!"

Carry out the exercise first with the right, and then with the left arm, that both may be strengthened. This is better than a simple calisthenic exercise for the children have an object, and will work with a will.

Give the children time to invent, but limit the number of sticks at first. "Children, what can you make with *three* sticks?" "A table." A flower-pot may be produced, thus:

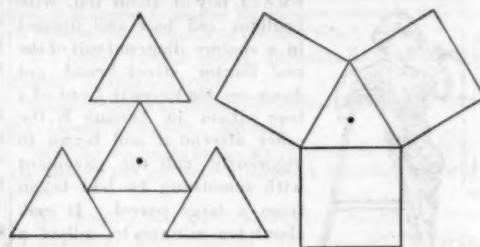


"You may each make a flower-pot, and tell me what kind of a plant you have in it?" Teacher talk about flowers; encourage the children to care for and love them.

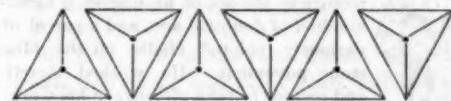
"Little children, all show me the sticks that go from front to back in your forms. Can you slant these sticks toward each other so that they will meet at the back? Now we have an even-sided form, we will call it a triangle, because it has three corners." Teachers can lead children to see that all the sides are equal, and teach them to call this form an *even-sided* triangle. They will show the sharp corners, and tell you how many there are. Give each a seed and tell the children to place them in the centre of their form, thus:



This equilateral triangle may be used as the center of many symmetrical forms, thus:



A number of these triangles may be laid to form a border, thus:

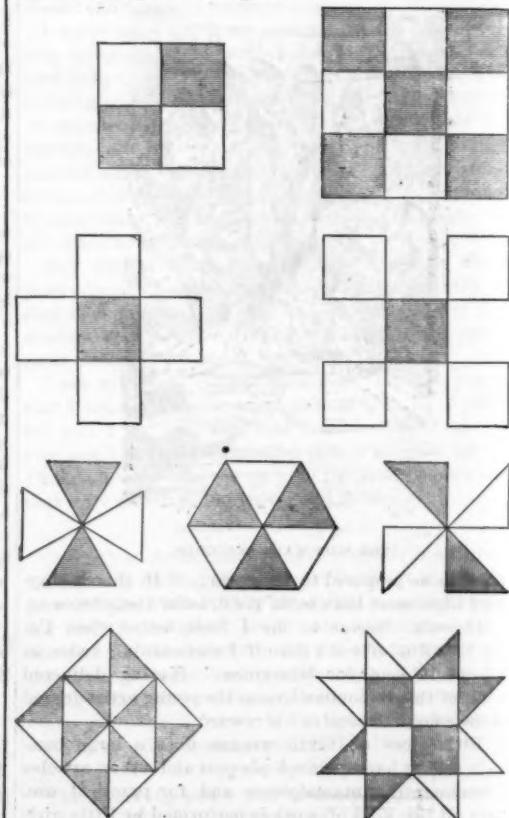


In this paper we have carried out the work only as far as the use of *three* sticks. In limiting the number at first, the inventive powers of the children will be exercised to find what they can make with the least material. In carefully handling the sticks and carefully placing them as the teacher directs, the children will gain control of their hands, while the forms they make will serve as foundations for drawing.

[TO BE CONTINUED.]

### EXERCISE IN COLOR AND FORM.

The following designs may be used in teaching the harmonious combination of colors. The designs in outline may be placed on the board by the teacher. The scholars may reproduce them by pasting colored paper on the cardboard, or by representing the squares and triangles with colored crayons on the slate. Two colors may be used for each design, as, purple and yellow blue and orange, red and green.



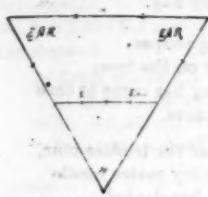
### AN EASY EXPERIMENT IN CHEMISTRY.

Cut three leaves of red cabbage into small pieces, and after placing them in a basin, pour a pint of boiling water over them, letting them stand an hour; then pour off the liquid into a decanter. It will be of a fine blue color. Then take four wine glasses—into one put six drops of strong vinegar; into another six drops of solution of soda; into a third, the same quantity of a strong solution of alum; and let the fourth glass remain empty. Fill up the glasses from the decanter, and the liquid poured into the glass containing the acid will quickly change to a beautiful red; that poured with the soda will be a fine green, and that poured into the empty glass will remain unchanged.

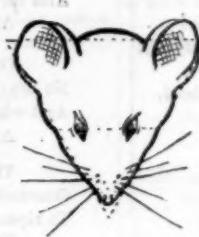
## EXERCISES IN DRAWING.

These exercises, designed by Prof. Geo. E. Little, of Washington, D. C., will form an excellent lesson in drawing, and may also be used in the reading and language classes. Draw the triangle first, then build each one of the designs. Notice the faint outline of the triangle in each picture.

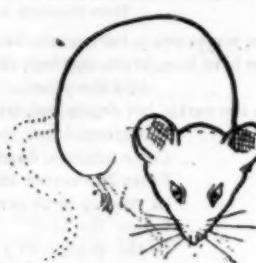
I.



II.



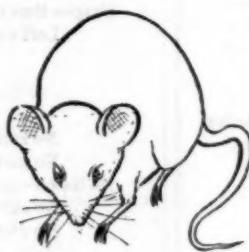
III.



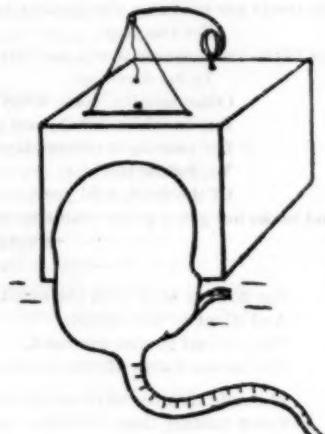
IV.



V.



VI.



## PICTURE STORIES.

I.



II.



III.



## BRIEF LESSON PLANS.

## TOOLS.—A LESSON FOR BOYS.

Now how do you think the carpenter cuts the wood? Yes, he sometimes uses a small thin saw, and sometimes a chisel. Can you show me the chisel? You must be very careful when you touch the chisel; for it is very sharp and likely to hurt you. Who has seen the carpenter using his chisel? With what does he strike it? With a large wooden hammer. Yes, we call this the *mallet*. Now look at this piece of wood, and tell me the difference between it and the pieces used for the box? It is very rough, and the others are smooth. Could the carpenter make it smooth? How? By planing it. What does he use to do this? A *plane*. Show me the plane. Yes, it is a large piece of wood with a piece of sharp steel in it. See, I have taken it out. What is it like? A wide chisel without a handle. Yes, that is right; and I have seen a chisel used like a plane. Now if we wanted to nail our box together, what should I have used to knock in the nails? A *hammer*. Show me the hammer. Of what is it made? A piece of iron with a wooden handle. How shall we fasten the lid on the box? Do you want it fixed down firmly? No, we want it to open and shut; well then? We must have some hinges. See, here are the hinges; how shall we put them on to the box? We must screw them on? How? With the *screw-driver*. What must you first do? Make some holes with the *gimlet*. Did you use the gimlet for the nails? No; but the screws will not go in unless holes are first made. Why would it not do to nail the hinges on? They would not be strong enough. That is right, the nails would get loose, and then the hinges come off. So, you see, the screws hold things more firmly than the nails do. Sometimes when the carpenter is using nails they do not go in the right way, and he is obliged to pull them out again. What does he use for this? The *pincers*. Show me the pincers. What were you going to say, Charlie?

He uses the other part of the hammer. Yes; some hammers are made like this one, and we are able to use it to pull out nails. Do you know what we call the table at which the carpenter works? His *bench*. How many of you have seen a carpenter's bench. The children's attention should be directed to a picture of the bench, or a little model might easily be obtained for them to see. Now the carpenter does not want to hold his wood still with his hands. Why not? because he wants his hands to work with. So he puts the wood between these two pieces, and then with these long wooden screws he fastens it very tightly. You told me that the carpenter sometimes fastens the wood with glue. In what does he have his glue? In the *glue-pot*. See, here is one. There are really two pots, one fitting into the other. In which does the carpenter put the glue? In the inner one. And what does he put in the outer one? Water. Why? To make the glue soft when he puts it on the fire. Yes; the glue would not get soft if he put the inner pot on the fire, it would only burn.

As a recapitulatory exercise the children should write on their slates the names of the tools used by the carpenter, and then name the use of each to the teacher.

## EXERCISE IN COMPOSITION.

Write the following sentences so as to form a continuous narrative.

A fish lived in a large pond.  
He was a careless fish.  
He was not a year old.  
He was quite large.  
He could swim faster than his brother and sister fishes.  
He knew all the cool, shady spots.  
The flies came buzzing over the water.  
He would spring and catch them.

He would eat worms too.  
His mamma warned him about the hooks. (Tell what she said.)  
One day he saw a worm.  
He saw the hook.  
(Tell what he thought.)  
Took hold of the end of the worm.  
The worm began to move away.  
Tell what the fish said.)

The worm gave a jump.  
The fish felt something sharp in his mouth.  
He swam this way and that.  
He went out of the water.  
And came down in a boat.  
That was the last of him.

## GEOGRAPHY STORY.

A person by the name of Miss (capital of Maine) (capital of Mississippi) lived in (capital of Massachusetts), and her friend Miss (river in northern Asia flowing into the Arctic), (strait between North America and Greenland), living in the largest city of United States, resolved to take a trip to the (most northern mountains in New York), so they bid (cape at the southern point of Greenland) to all and started the (fifteenth day of the eighth month in the year Grant died), journeying in a direction toward the (northern cape of Asia). They were full of (cape south of Africa.) They had a small (mountains in northern Africa) of the country. Miss (capital of Mississippi) wore a dark (mountains in Vermont) dress, and Miss (strait between North America and Greenland) was attired in a (western tributary to Mississippi) dress, with a sea (east of China) ribbons, and both wore heavy (sea south-east of Europe) cloaks, and carried warm (gulf east of Arabia) shawls. They found the surface of the country (mountains in western part of United States), and the climate (country in South America). For breakfast the first morning they had (island of East Indies) coffee, and (cape east of Massachusetts) fish, which they thought nearly good enough for (cape north-west of North America). The proprietor of one hotel was called (bay south of Hudson's Bay), (large river of British America flowing into the Arctic). He showed them a stuffed (large lake in northern British America), and which he had captured, and it had (lake farthest west of great lakes) fur. It was so natural they had (river in North Carolina). He also displayed an (island south of Connecticut), (river in Idaho), also huge (large lake in Maine). After visiting two months they were joined by their friends (cape south of Maine), (largest river of New Brunswick), and (cape east of Massachusetts), (city on Lake Ontario), who had been among (lakes west of Vermont), and with their brothers (two capes east of Virginia), and all returned to (capital of New York).

ELLA M. POWERS.

## TEACH PUPILS TO OBSERVE.

Young pupils may be trained to observe carefully the common things around them by having such problems as the following given them from time to time, with the regular arithmetic work. But one problem should be given at a time, and that at the season of the year when the animal may be secured and examined by the pupils. The teacher should do no "telling," but encourage pupils to examine for themselves

1. How many wings have three bees?
2. How many wings have five flies?
3. How many wings have four butterflies?
4. How many wings have seven mosquitoes?
5. How many wings have two potato bugs?
6. How many legs have six flies?
7. How many legs have three spiders?
8. How many legs have five bumble-bees?
9. How many legs have two crayfishes?
10. How many legs have three turtles?
11. How many legs have four fleas?
12. How many legs have seven tomato worms?
13. How many toes have three boys?
14. How many toes have two hogs?
15. How many toes have nine horses?
16. How many toes have six hens?
17. How many toes have three dogs?
18. How many toes have five cats?
19. How many fingers have four girls?
20. How many ribs have two men?

I have used similar problems in different communities, and have ascertained that even old people, who have been surrounded by these animals all their lives, do not know how many wings a bee or a fly has, or how many legs a butterfly or a spider has. Most pupils do not know whether thumbs are fingers or not. (Direct them to the dictionary.)

C. M. PARKER.

## BIOGRAPHICAL STUDY.

After the pupil has studied the history of some prominent character, require him to write his biography after the following outline:

- I. BIRTH AND PARENTAGE.
- II. HOME LIFE: Early training, advantages, disposition, simple, slovenly.
- III. SOCIAL LIFE: Amiable, honest, humble, convivial, philanthropic, surly, conscientious, morbid, serious, careless, modest, unassuming.
- IV. PUBLIC LIFE: Cautious, tyrannical, superficial, patriotic, loyal, sagacious, cynical, visionary, crafty, radical.
- V. MILITARY LIFE: Brave, daring, revengeful, energetic, firm, wary, cruel, dashing, prudent, deliberate, forgiving, showy.
- VI. LITERARY STYLE: Pure, simple, clear, classical, affected, easy, elegant, satirical, logical, humorous, etc.
- VII. ESTIMATE OF CHARACTER: Honored, stamped, national loss, international loss, example, loved.
- VIII. DEATH AND INTERMENT: Gibson City, Ill.

R. F. HULL.

The revolution of the earth and the inclination of its axis can be shown by a top which while spinning, goes in a circle and assumes an oblique direction.

## MIND STUDIES FOR YOUNG TEACHERS.

## II.

These articles are not intended to make psychologists, neither do they design to cover the entire subject. The author only attempts to incite thought in the minds of those who are disposed to think, and who have hitherto considered "Mind Science" as too deep for them to fathom. The following outlines are intended to guide the young student in thinking out some things for himself, and knowing that there are many questions in connection with this subject that can never be answered. It marks an advance in profitable thought on any subject, when one ascertains what cannot be known.

## WHAT IS THE MIND?

Is it immaterial? Why do we so conclude? What arguments are there in favor of its materiality? What is sleep? What are dreams? What is forgetfulness? What is the cause of the "decay" of our mental powers? What are the first indications of mind? How is it known that a young child has mind? Does the mind grow? If it does, what does it prove concerning the nature of mind at first? What are the steps in the "growth" of mind? What are the senses? Is the mind dependent upon them? If we had "no sense" should we have any mind? What is meant by having "no sense"? What is consciousness?

## FACTS.

1. The mind grows by means of the *senses*.
2. It has different parts.
3. These parts or faculties do not all grow with equal rapidity.
4. Its principal means of growth is through its effort to impart knowledge.
5. A young mind has certain instincts in common with the lower animals.
6. Mind wherever found is the same. Instincts differ in degree. Instinct is not mind, and cannot be studied by the same laws.

## THE MIND.

- I. *Its Sensibilities.* (Power of Feeling.)
- II. *Its Thinking.* (Power of Knowing.)
- III. *Its Willing.* (Power of Determining.)

## THE SENSIBILITIES.

1. Of the Body:—Sensations, Appetites, Instincts.
2. Of the Mind:—Emotions, Affections, Desires.

## REPRODUCTION STORIES.

## A CHILD'S HEART.

The other day a curious old woman, having a bundle in her hand, and walking with painful effort, sat down on a curbstone to rest. A group of three little ones, the eldest about nine, stopped in front of the old woman, saying never a word, but watching her face. She smiled. Suddenly the smile faded, and a corner of the calico apron went up to wide away a tear. The eldest child asked :

"Are you sorry because you haven't got any children?" "I—I had children once, but they are all dead," whispered the woman, a sob in her throat.

"I'm sorry," said the little girl, as her chin quivered "I'd give you one of my little brothers, but I haven't got but two, and I don't believe I'd like to spare one."

"God bless you, child—bless you forever," sobbed the old woman, and for a minute her face was buried in her apron.

"But I'll tell you what I'll do," seriously continued the child. "You may kiss us all once, and if little Ben isn't afraid, you may kiss him four times, for he's just as sweet as candy."

And the three well-dressed children put their arms around that strange old woman's neck and kissed her.

"Oh, children, I'm only a poor old woman, believing I'd nothing to live for; but you gave me a higher heart than I've had for ten long years."—*Pansy.*

## A DOG'S REASONING.

A Highland shepherd possessed a collie which he had reared from puppydom. He was exceedingly kind to the animal; and it is needless to say that the dog loved him, and was his constant companion day and night. In the Highland hills and glens snow-storms are frequent in winter.

One beautiful morning the shepherd set out to look after his flock and drive them down to the lower land; but before sunset a wild storm was raging in the mountain. It will never be known whether or not the shepherd lost himself; the probability is, that he sat down to rest in the lee of a rock, and fell into a deep sleep, from which he awoke no more.

Next day the dog appeared at the man's cot; he was very excited, and did what he never did before—snatched a bannock from the table and rushed out with it. The opportunity to follow the dog was not neglected, for collies will often bring assistance to a wounded master who has fallen over a rock or cliff.

They tracked the poor collie through the snow, up the glen, and over the hills, till at last they found him sitting wofully by the body of his dead master. But the bannock? It was found laid up against the shepherd's cheek, the dog evidently having imagined it was from hunger his master suffered.

## GENERAL EXERCISES.

## NOVEMBER.

Selections by Miss JOSEPHINE E. HODGDON, Author of "Leaflets from Standard Authors."

The warm sun is failing; the bleak wind is wailing;  
The bare boughs are sighing; the pale flowers are dying;  
And the year  
On the earth, her death-bed, in shroud of leaves dead,  
Is lying.  
Come months, come away,  
From November to May,  
In your saddest array  
Follow the bier  
Of the dead, cold year.  
And like dim shadows watch by her sepulcher.  
The chill rain is falling; the nipt-worm is crawling;  
The rivers are swelling; the thunder is knelling  
For the year;  
The blithe swallows are flown, and the lizards each gone  
To his dwelling;  
Come months, come away:  
Put on white, black, and gray,  
Let your light sisters play—  
Ye, follow the bier  
Of the dead, cold year,  
And make her grave green with tear on tear.

—Percy Bysshe Shelley.

The flowers have with the swallows fled,  
And silent is the cricket;  
The red leaf rustles overhead,  
The brown leaves fill the thicket,  
The mild October days are gone,  
Sweet nutting-time, and kite-time;  
With frost and storm comes slowly on  
The year's long wintry night-time.  
But while the mellow light departs,  
The household draws together,  
And ever warmer grow our hearts  
As colder grows the weather.

—J. T. Trowbridge.

(An original poem written for "The Children's Almanac." D. Lothrop & Co., Boston, Mass.)

Let one smile more, departing distant sun!  
One mellow smile through the soft vapory air,  
Ere, o'er the frozen earth, the loud winds run  
Or snows are sifted o'er the meadows bare.  
One smile on the brown hills and naked trees,  
And the dark rocks whose summer wreaths are cast,  
And the blue-gentian flower, that in the breeze,  
Nods lonely, of her beauteous race the last.  
Yet a few sunny days, in which the bee  
Shall murmur by the hedge that skirts the way,  
The cricket chirp upon the russet lea,  
And man delight to linger in thy ray;  
Yet one rich smile, and we will try to bear  
The piercing winter frost, and winds, and darkened  
air.

—William Cullen Bryant.

The mellow year is hastening to its close;  
The little birds have almost sung their last,  
Their small notes twitter in the dreary blast,  
That shrill-piped harbinger of early snows;—  
The patient beauty of the scentless rose,  
Oft with the morn's hoar crystal quaintly glassed,  
Hangs a pale mourner for the summer past,  
And makes a little summer where it grows;—  
In the chill sunbeam of the faint, brief day  
The dusky waters shudder as they shine;  
The russet leaves obstruct the struggling way  
Of oozy brooks, which no deep banks define,  
And the ganut woods, in ragged, scant array,  
Wrap their old limbs, with sombre ivy-twine.

—Hartley Coleridge.

Dry leaves upon the wall,  
Which flap like nestling wings, and seek escape,  
A single, comely cluster on the grape  
Hangs heavy—that is all.  
It hangs, forgotten quite,  
Forgotten in the purple vintage day,  
Left for the sharp and cruel frost to slay,  
The daggers of the night.

It felt the thrill of spring,  
It had its blossom time, its perfumed noons.  
Its pale green spheres were rounded to sweet runes  
Of Summer's whispering.

Through balmy morns of May,  
Through fragrances of June, and warm July,  
And fervid August heats it hung on high,  
And purpled day—by day.

Of fair and mantling shapes  
No braver, sweeter cluster on the tree;  
And what then is this thing has come to thee  
Among the other grapes,

Thou lonely tenant of the leafless vine,  
Granted the right to grow thy mates beside  
To ripen thy sweet juices, but denied  
Thy place among the wine?

Ab, we are dull and blind,—  
The riddle is too hard for us to guess,  
The why of happy or unhappiness  
Chosen,—or left behind.

But everywhere a host  
Of lonely lives shall read their type in thine,  
Grapes that shall never swell the tale of wine,  
Left out to meet the frost.

—Susan Coolidge.

No!  
No sun—no noon!  
No morn—no moon—

No dawn—no dusk—no proper time of day,  
No sky—no earthly view—  
No distance looking blue.

No roads—no streets—no t'other side the way—  
No end to any row—  
No indication where the crescents go—  
No tops to any steeple—

No recognition of familar people—  
No courtesies for showing 'em—  
No knowing 'em—

No travelers at all—no locomotion—  
No inkling of the way—no motion—  
"No go" by land or ocean—  
No mail—no post—  
No news from any foreign coast—

No park—no ring—no afternoon gentility—  
No company—no nobility—

No warmth—no cheerfulness—no healthful ease—  
No comfortable feel in any member—  
No shade—no shine—no butterflies—no bees—  
No fruits—no flowers—no leaves—no birds—  
No vember!

—Thomas Hood.

The wild November comes at last  
Beneath a veil of rain;  
The night wind blows its folds aside,  
Her face is full of pain.

The latest of her race, she takes  
The Autumn's vacant throne;  
She has but one short moon to live,  
And she must live alone.

—R. H. Stoddard, in *Youth's Companion*.

## THE GLEANERS.

## [FOR THANKSGIVING.]

SCENE.—A Priestess standing beside a shrine. Enter eight young girls in white, bringing gifts and singing.

## THE GLEANERS' SONG.

We come, we come, from the happy realms  
Where the queen of the harvest reigns;  
To bring the fruit of the bending trees  
And the wealth of the waving plains.

In every field where the reapers pass'd  
We have sought for the gleaners' tithes;  
We gathered the grain that grew unscathed  
In the wake of the silver scythes.

We come, we come, to our Priestess' shrine,  
Bringing with joy our harvest gifts—  
Fruits of the field and the clusters fair,  
Culled from the vineyards' purple rifts.

[As they enter, they form themselves into a semi-circle about the shrine.]

Priestess.—

Welcome, happy gleaners, welcome,  
Glad your generous gifts I take,  
Dear to me are all earth's blessings,  
Dearer still for love's sweet sake.

First Gleaner. (Bearing a small sheaf of wheat, which she lays upon the shrine as she recites the last line of the stanza.)

In fields where low the bearded wheat  
Bend in the summer sun,  
With patient toil from morn till eve,  
This little sheaf I won.

Priestess.—

Thy gift is gold, O gleaner fair!  
Earth has no other gold so bright;  
Well hast thou toiled, and for reward  
I crown with wheat thy forehead white.

(Crowns her with wreath made of heads of wheat.)

Second Gleaner. (Bringing a cluster of ears.)—

From plains where like a bannered host  
Tall grew the ranks of corn.  
This offering for thy snowy shrine  
I gleaned at early morn.

Priestess. (Crowning her.)—

Thanks, gentle gleaner, thine shall be  
This wreath of amber ears;  
May peace and plenty crown thy life  
Through all its coming years.

Third Gleaner. (Bringing a basket of apples, pears, and grapes.)—

Fruit from the orchards' bending boughs  
On thy white shrine I lay,  
And grapes within whose nectar sleeps  
The sunshine's prisoned ray.

Priestess.—

I take thy generous gifts, sweet child;  
Our Father's love they show;  
To Him, the giver of all good,  
Our daily thanks we owe.

(Crowns her with a wreath of berries.)

Fourth Gleaner. (Placing upon the shrine a basket of nuts.)—

Fresh gathered from the forest glen  
These russet nuts I offer here;  
Hard in the shell, but hid within  
Is wealth the winter eve to cheer.

Priestess.—

Dear gleaner, let thy woodland gift  
A lesson wise to thee repeat;  
That all life's problems hard enclose  
Truth like a kernel rich and sweet.

(Places on her head a crown of nuts.)

Fifth Gleaner. (Basket of flowers.)—

I bring from my garden's blighted beds,  
Where summer weeps for her treasures lost,  
These last of the buds and blossoms bright,  
Gleaned in the wake of the hoary frost.

Priestess. (Crowning her with flowers.)—

I crown thee, child, for thy sweet gift,  
With summer memories rife;  
May fairest flowers of faith and love  
With fragrance fill thy life.

Sixth Gleaner. (Basket of autumn leaves.)—

Where the autumn wind through the sighing trees,  
Like a winged reaper passed,  
I gathered for thee these beautiful leaves,  
On the forest carpet cast.

Priestess. (Crowns the gleaner with autumn leaves.)—

Dear gleaner, may our hearts receive  
This lesson from thy largess fair:  
As summer's greenest leaves at last  
The richest wealth of color bear,  
So lives by loving acts kept green  
The brightest hues in death shall wear.

Seventh Gleaner.—

Earth's mysteries vast, with reverent zeal,  
My hungering spirit sought to know,  
And here I bring the fruit I gleaned  
From fields where trees of knowledge grow.  
(Lays a scroll upon the shrine.)

Priestess.—

Thou hast done wisely, gentle one,  
No other trees bear fruit so fair,  
And us the guerdon of thy toil  
The laurel green thy brow shall wear.  
(Crowns her with a wreath of green leaves.)

Eighth Gleaner.—

I bring no gift, and yet I gleaned  
In fields where whiter harvests wave—  
In human fields where to and fro  
The busy bands of Satan go—  
And from the reapers' ruthless scythes  
I sought one little sheaf to save.

Priestess.—

Thine is the highest, noblest toil  
That loving hands and hearts can find.  
And blest are they whose joy it is  
These living sheaves for God to bind.  
No crown of leaves or gold have I  
To lay upon thy sunny brow—  
O happy gleaner, thine shall be  
The crown that angel hands bestow!

(Turning to the others.)

For each of these fair heads, I trust,  
That shining crown in heaven is stored,  
It waits for all whose patient hands  
Toil in the vineyard of the Lord.  
And now, dear gleaners, ere we part,  
Let us in song our voices raise  
To Him whose ear bends low to hear  
His loving children's hymns of praise.  
(With folded hands they kneel and sing.)

[WORDS ON THE SONG NEXT WEEK.]

#### PERSONS AND FACTS.

Mrs. Webb, the noted teacher of elocution and dramatic expression, was invited to read before the School of Oratory in Boston—a compliment which Mrs. Webb knows how to appreciate. She was also paid marked attention by the people of Boston, a reception having been given her which was attended by many of the leaders in society.

The longest clock pendulum in the world is at Avignon, France. It is sixty-seven long, and requires four and a-half seconds to swing through an arc of nine and a-half feet.

Every street in the city of Mexico is as straight as streets can be made, yet it is a law that on every corner there shall be a directory containing the names and numbers of business houses on that square.

According to Prof. J. Norman Lockyer, the English astronomer, the total number of stars of which some knowledge can be gained with the optical aid now available, is from 40,000,000 to 50,000,000. Only about 6,000 are visible to the naked eye—3,000 in the northern hemisphere and 3,000 in the southern.

It has been supposed that the name "Columbia" was first used in America in 1775; but Colonel Albert H. Hoyt has found it in a volume of poems composed in 1761, mostly by Harvard graduates, in commemoration of George II. and congratulation of George III., and in poems printed in the *Massachusetts Gazette* of April 26, 1764.

A pace is three feet.  
A span is 10½ inches.  
A palm is 3 inches.  
One fathom is 6 feet.  
There are 1,750 languages.  
Two persons die every second.  
A storm moves 36 miles per hour.  
One mile is 1,760 yards in length.  
One square mile contains 640 acres.  
The average life is 31 years.  
One barrel of flour weighs 196 pounds.  
Sound moves 1,118 feet per second.  
One barrel of pork weighs 200 pounds.  
Slow rivers flow 4 miles per hour.  
One acre contains 4,840 square yards.  
A hurricane moves 80 miles per hour.  
Light moves 186,000 miles per second.  
One firkin of butter weighs 56 pounds.  
A hand (horse measure) is 4 inches.  
Rapid rivers flow 7 miles per hour.  
Moderate winds blow 7 miles per hour.

The first use of the locomotive in this country was in 1829. The first almanac was printed by George von Purbach in 1690. The first steam-engine was brought from England in 1753. Until 1776 cotton-spinning was done by the hand spinning-wheel.

The first printing-press in the United States was introduced in 1690.

Two hundred and nine feet on each side make a square acre within an inch.

It is not generally known that Morristown is the birthplace of the electric telegraph. Prof. Morse and Albert Vail had the first telegraph instruments manufactured by the Speedwell Iron Works of Morristown, and here they were first privately tested and used. One instrument was destroyed by a fire, but the other is now in the possession of the National Museum. It is the only Morse instrument in existence. The magnets are of great size, and surrounded by many brass wheels, and in comparison with modern instruments, this old-timer resembles the works of a massive eight-day clock.

BITES OF DOGS, SERPENTS, ETC.—Make haste to suck well the bites of dogs, cats, snakes and other animals whose bites are poisonous, unless the mouth is sore. In the case of dogs also bind the limb tightly above the bite and burn the wound with a hot iron or needle; besides capture the dog, if possible, and keep him watched carefully until ascertained whether he is mad or not.

In the case of snake bite, after sucking and burning the wound, give whiskey or brandy in full doses and keep up the intoxication until a doctor is called.

#### THINGS OF TO-DAY.

A mining engineer at Kingston, Pa., having caused the death of a miner accidentally, ended his own life by shooting.

St. John's Military Academy, at Maddonfield, N. J., was recently burned.

The Cunard steamer *Panama*, which struck a ledge off Plymouth, has been beached in Boston harbor. She has two holes in her bottom, and last filled with water. Her passengers, mails, and baggage were safely discharged, and lighters took out her cargo.

Two men who had clung for four hours to their capsized boat at Cape May, were taken unconscious from the dangerous sea by two brave yachtsmen.

Near Mount Holly, N. J., footpads stopped an express messenger and his companion. They robbed the latter, but the express messenger escaped.

Mr. Hewitt is elected Mayor of New York, receiving over 90,000 votes; Mr. George ran second, about 8,000 votes ahead of Mr. Roosevelt; the Republicans gained one Congressman.

In Brooklyn General Tracy was defeated by a considerable plurality; S. V. White and three Democratic Congressmen were elected.

The will of the late Mrs. A. T. Stewart distributes a fortune estimated at \$20,000,000 among relatives, after a provision for completing the trusts connected with the Cathedrals.

By a daring express robbery on a St. Louis & San Francisco railroad train over \$80,000 were recently stolen.

Mr. P. M. Arthur has been re-elected Chief of the Brotherhood of Locomotive Engineers.

A cable dispatch says that the Swiss Federal Government proposes to buy all the railroads in that country.

The President has issued a proclamation suspending discriminating duties against Spain.

It is asserted that there were over 23,000 deaths from cholera in Japan in September.

The great electric light at Hell Gate is to be extinguished, being a detriment rather than an aid to navigation.

The terrible railroad accident at Rio, Wis., was caused by an open switch. One train was "telescoped" by another, and some twenty persons were crushed or burned to death.

The Oleomargarine law went into effect last week. The Internal Revenue Bureau state that the demand for stamps has been large.

Mr. T. V. Powderly lately had an interview with Cardinal Gibbons at Baltimore to explain to him the character of the Knights of Labor order. A conference of priests at Baltimore has been discussing the subject of the relations of the Catholic Church to the Knights, and it is said that their decision will be favorable to the order.

In Belgium last Sunday a procession of 12,000 people paraded in sympathy with universal suffrage, amnesty to the strike leaders, and redress of workmen's wrongs; 50 women clad in mourning led the procession.

Surveyor Beattie, of New York, was recently seriously assaulted by an ex-inspector named Biern, who had been discharged for cause.

General Kaulbars's mission in Bulgaria, it appears, has not been a failure as represented. Instead of relying on the effect of his harangues, he has been hard at work making secret arrangements for overturning the provisional government. The presence of Russian gunboats at Varna is for the purpose of supporting this movement. Russia is apparently bent on mischief, and the latest reports represent her as preparing to move large bodies of troops. The warning words from a member of the Austrian Government make it quite probable that a great conflict will follow soon, if Russia does not withdraw her demands.

The landing of Russian troops at Varna and maybe at other ports will provoke disturbances. By deciding to proclaim a state of siege at Sophia and in the surrounding district, the Government manifests its intention of dealing summarily with promoters of disorder, but that will only be a pretext for Russian intervention, which is now looked forward to as certain.

The terrible railroad accident on the Chicago, Milwaukee, and St. Paul Railroad is the second wholesale murder of which railroad employees have been guilty within the last two months. This time, a switch was left open, and the signal light was so placed that the engineer of the approaching train could not see it. There should be prompt action and some people should be indicted. The result of the open switch and the invisibility of the light was the wrecking of the train, the burning of the cars, and the horrible death of thirteen persons.

On the one hand the Czar has everything to gain by a confederation in Europe; on the other he has everything to lose in a duel with one or other of his neighbor states. Such, in fact, is the condition of Russia to-day that a peace policy cannot be long pursued without intolerable domestic troubles nor a war-like activity entered upon without imminent peril to the already crippled finances of the Empire.

The Portuguese and Africans are at war.

There is an uprising in Afghanistan.

Catholic bishops are consulting in regard to the Knights of Labor.

The history of Hood's Sarsaparilla is one of constantly increasing success. Try this medicine.

## EDUCATIONAL NOTES.

## GEORGIA.

At the last session of the Georgia legislature a bill was passed appropriating sixty-five thousand dollars for establishing a state school of technology. Five commissioners were appointed, with full power to select a location for the school, and to contract for, and superintend the erection of, suitable buildings. These commissioners issued a call inviting communications from such towns in the state as were willing to offer financial and other inducements in order to secure the location of the proposed institution in their midst. Responses were received from five communities, namely, Atlanta, Macon, Athens, Milledgeville, and Pennfield. Each of these communities offered to supplement the state appropriation by a handsome donation in the way of a fine site for the buildings and a liberal amount in cash. It is to be supported mainly by annual appropriations by the legislature. If it receive the proper encouragement from the public it will be liberally fostered by the state government. The most important question for the commissioners to decide was whether the school should be made a branch of the state university at Athens, or whether it should be located elsewhere as an entirely independent institution. There is a most urgent need now for such institutions throughout the south. The changed character of our civilization and industries, render them absolutely necessary to our independence and material prosperity. The demand is being supplied, though, thus far, very slowly.

Columbus. State Correspondent. J. HARRIS CHAPPELL.

## NEW HAMPSHIRE.

PROF. WHITFORD, a graduate of Hamilton College, takes James Flanders' place in the faculty of Colby Academy, New London. FRANK S. SUTCLIFFE, Dartmouth '80, has been promoted to be principal of the Lincoln grammar school, in Manchester, in place of Fred. W. Shattuck, Dartmouth '78, resigned.

J. EDWARD PICKERING has been elected master of the West Manchester grammar school. He is a native of Newington, about 26 years old, and is at present principal of a grammar school at Braintree, Mass.

Concord. State Correspondent.

ELLEN A. FOLGER.

## NEW JERSEY.

The primary section of the Newark Teachers' Institute met in the high school, Oct. 16. The leading feature of the meeting was a discussion of the question, "How shall we control the disorderly element in our schools?" Mr. Gregory, principal Washington Street grammar school and secretary New Jersey Teachers' Reading Circle, read the first paper. His paper made a deep impression. Here are some of his points: "In dealing with this class my first and fundamental proposition is this: The general tone of the school must be very high before anything can be done with the worst pupils. A spirit of obedience must exist throughout the rank and file of the membership. The disorderly element must be restrained, by moral means if possible, but restrained in any event. If this preliminary condition is not obtained, there is no hope of success. One sinner destroys much good. One bad boy counts for a dozen good ones. Here lies the difficulty in tampering with this class of characters. You may by moral suasion alone, after a long time, convert a bad boy. Meanwhile your school is going to the dogs. The general tone of the school being that of obedience, what is the next consideration in the case? I reply, self-government. But self-government in a disorderly school is a farce. In the matter of self-government I have recognized several principles: First, self-government does not mean no government. Consequently when our pupils go down stairs, they go down under the charge of officers of their own election. Second, boys and girls like formality in their self-government. They like officers and badges and distinctions, and with this in view I have adopted military titles in the organization of my school. Third, the transfer of the government of the school to the pupils must be made slowly as they are able to bear it. The children must be educated in this respect as well as in any other. Fourth, I have introduced the ballot into the hands of the pupils. We have many elections in our school. The children vote on everything that can be left to their decision. Thus I believe the state of obedience on which I have dilated above is transformed gradually into a sentiment of respect for law. Here is a great point gained, but let me say that at no period in this progress should the fundamental principle be abandoned that whether compulsory or voluntary there must be obedience." The second paper was by Mr. Giffin, principal Lawrence Street grammar school. He made a strong plea for moral suasion in dealing with the disorderly element, which is the most important element in our schools. The grandest object of our schools is to make good children out of bad. Therefore we should hold on to the unruly ones. Rev. Dr. Frazer occupied the last period with a talk on "Reading as a Factor in Education."

The young ladies of the normal school are now required to attend all the institutes.

The Camden County teachers' institute held its sessions in the Haddon public school, Oct. 20, 21, and 22. The following subjects were treated: Mental Philosophy and Memory, by Dr. E. Brooks, of Philadelphia; School Appliances, by Supt. Brace; Arithmetic and Banking, by Prof. Ivins, of Philadelphia; How to Teach Geography, and the Importance of the Teachers' Reading Circle, by Supt. Meleney, of Paterson; Methods, by Prof. S. E. Manness, of Haddonfield. Dr. Hunt, president State Board of Health, gave a very interesting lecture upon Physical Culture. State Supt. Chapman occupied the closing period with, Thoughts on the Teachers' Work, in which he gave some very good lessons, and urged the necessity of better work. "Let each day be your best day," seemed the central thought of his closing address.

## NEW YORK.

The Schenectady county teachers' institute was held for the school-week, beginning Monday, October 4. Dr. John H. French was principal conductor, and was assisted by Prof. L. B. Newell. The attendance was very large and the results very gratifying. Dr. French treated the subjects of standard time and supplementary teaching. Prof. Newell's work was mainly with the teachers on practical topics for the school-room. With the exception

of certain hours on Thursday night, when a reception was held at the residence of Commissioner Van Santvoord, every evening of the regular sessions was used for miscellaneous purposes, and in the presence of a crowded court-room. These exercises were in charge of the county teachers' association, save on Wednesday evening, when Dr. French lectured on "Our Boys and Girls." The Thursday afternoon session was given exclusively to trustees and ex-trustees. Half of the school districts of the county were represented, and the exercises closed with a stirring address from Supt. Draper to the trustees and teachers. At the same gathering, the school commissioner read a report in favor of uniform text-books for the use of the town schools of the county, subject to the sanction of next year's school meeting.

## OHIO.

The North-eastern Ohio Teachers' Association met at the new high school building, Akron, on Saturday October 9. The address of welcome was given by Hon. Lewis Miller, of Akron. Though not a teacher, Mr. Miller, is certainly an educational man in the broad sense of the word. He is president both of the Board of Trustees of Mt. Union College and of the Board of Education of Akron, and is widely known for his aid, financial and personal, to the Chautauqua movement. He said: "There is a general demand for higher practical instruction. We are passing from drudgery to skill in labor. The school must prepare for social life; for the 265 different callings for gaining a livelihood, and for citizenship. School courses are too long. It takes too many years to prepare for life, and too few are then left to live. With a four years' course, the Akron high school had but 24 graduates from 1847 to 1871. Then changing the course to three years, and there were 17 graduates in 1872, 56 last year, and there have been 444 in all. 63 of our own graduates are now teachers in our city schools. In the trades skill has lessened the time and cost of producing an article. The carriage builder is asked to make his carriages one-third lighter and one-third less in cost. He consults his skilled foreman, who says, 'I can try.' But when he finds that 240,000 such are wanted, the builder replies, 'It shall be done.' Teachers can you do it?

The paper was given by Supt. Ellis, of Sandusky: "It takes time for intellectual growth. Character cannot be built in a day. The development of the mind cannot be hastened beyond God's allotted time. The teacher should aim to develop all the possibilities that lie in a child. When he has done that, he has prepared him for citizenship."

"Some Personal Elements in the Successful Teacher," by Supt. Trendly, of Youngstown. The points, ably discussed, were, first, that quality of soul that may be termed reverence for what we do; secondly, that quality of soul that may be termed eagerness for the truth (the best) in our work; third, the consecration of one's self to one's work. "A Class Exercise in Reading," by Mrs. S. P. Bennett, Principal of the Crosby School, Akron. About twenty little ones in the Second Reader, who had been in school about one and a half years, and under Mrs. Bennett's care since September first, did credit to themselves and to their instruction. "Impending Dangers," by Supt. Stevenson, of Columbus, was full of thought. A few points were: These dangers are external and internal; lack of moral training is a great one. Not over one-fifth of the children of the Columbus public schools are members of any Sunday school. The clergy do not visit the schools or cooperate with the teachers; bad methods, too much carrying of the children, and simplifying of simplicity itself; lack of obedience,—children should be made to obey, but too often order is suppressed mischief; lack of college-educated men,—the colleges do not hold their students, few graduate who enter. College methods are antiquated, a new method will throw the average college professor into a spasm. This able paper was discussed by several. President Hartshorn, of Mt. Union College, made a few remarks, which seemed to meet the warm approval of those present. He admitted that the colleges did not hold their students as they should: but of 500 who enter our public graded schools, not ten finish the course, so it seems that other teachers are not doing better. In government, he believed the child should be directed, the will should be educated, not broken or destroyed. This is God's plan with us, and it should be ours with the children.

Dr. E. M. Avery, of Cleveland, author of Avery's Science Series, read a very interesting paper on "The Practical in Education." He defined a practical education as that one that fits a man to fill all offices in both peace and war. The paper treated of the various phases of education, moral, physical, and intellectual, and made all center in industrial training.

The last paper was by Alexander Forbes, Esq., of Chicago, "The True End of School Discipline." This paper was full of quotable sentences. "Problems of character, of discipline, are to be solved in the light of what a child is. What a child is, is of greater importance than what he knows. Obedience should be rendered by the child without a reason for obeying. The one who permits a child to violate a rule or order has given one lesson, at least, in bad citizenship. It is not right or just to note every failing of a child. The impression that a teacher leaves on the heart, on the moral natures of his pupils, far exceeds his lessons in geography."

Among the leading educators present, besides those already named, were ex-Supts. Hinckley, of Cleveland, and McMillan, of Youngstown, Dr. Harvey, of Painesville, Prof. White, of Oberlin, and Superintendents Jones, of Massillon, Waite, of Oberlin, Moulton, of Warren, Cummings, of Brooklyn, and Pickard, of Ravenswood.

## RHODE ISLAND.

The forty-second annual meeting of the Rhode Island Institute of Instruction was called to order in the Music Hall, Providence, on Thursday, Oct. 28; Pres. Alvin F. Pease in the chair.

WILLIAM T. PECK, of Providence High School, said in his paper on "The Teaching of Latin:" To-day the colleges seemed to desire the pupils to learn Latin and not something about Latin. He pointed out the methods for best attaining their ends, among which the chief one was employing the ear and the eye equally, making the reading of Latin aloud more than a practice in the pronunciation. Translations without preparation from Latin to English, and from English to Latin, were strongly recommended and "recomposition" back to the original language. The importance of acquiring a vocabulary was dwelt upon, and an instinctive feeling for the meaning of inflections. He held, the aim of learning Latin was not merely to afford an excellent mental

discipline, but that it should abide as a permanent means of culture.

MR. F. W. TILTON, of Newport, R. I., was the next speaker. His subject was "Secondary Education in Germany." The wonderful thoroughness and unity of their whole school system Mr. Tilton advanced as one of the most striking features of German education.

PROFESSOR APPLETON, of Brown University, delivered an address upon "Chemistry, a Science and an Art."

MRS. SUSAN A. DODGE, of Providence, illustrated "The Teaching of Reading" with a class of pupils. In her paper she touched upon the need of elocutionary practice in spelling out the simplest words. She then alluded, one after another, to the simple violations of the rules as to pauses, inflection on feeling and expression. Considering the faults to be noted in common reading classes, the need of the best of care, and the most harmonious use of the voice on the part of the teacher, were emphasized. The burden of the paper was the idea that "the intelligence and the voice work together, and thus insure life and soul for a race thought."

PROF. B. F. TWEED, of Boston, in speaking of "The Study of English in the Higher Classes of our Grammar Schools," argued that almost all learn grammar before learning to speak well. This is doing before using. The child ought to be given preliminary work in using languages to express ideas before taking up the forms of language. When this facility is acquired a critical correctness can be taught. Learn the principles of grammar in all arrangement. First call attention to the sentences, then to the two parts of the sentence, and then to the relation of every word. In the exercises take simple sentences, as free as possible from technical terms. Inflection, and its substitute, arrangement, should be carefully explained. After having become familiar with grammatical forms, then let selections, from the best authors be taken. First, let them read. The teacher can impart much information by pronunciation. Second, the general meaning should be considered, the pupil expressing the ideas in his own language. Third, there should be a careful analysis of sentences. Fourth, the parts of speech, etc., and such reference to the formation and meaning of words should be taken up.

PROF. WILSON, of the state normal school, Providence, delivered an address on "Natural Science in the Elementary Schools." By the term "natural science" the speaker explained his meaning to include botany, zoology, physics, mineralogy, physiology, and chemistry. He gave valuable suggestions, and said that teachers should take the pupils out into the woods, and should bring nature into the school. The object was not the mastery of science, but the development of the children.

MR. E. BENTLEY YOUNG, of the Prince School, Boston, read a paper on "Arithmetic in the Grammar Schools, How Much, and How Taught." In giving his ideas as to how arithmetic should be taught, the speaker declared that text-books, except for the examples, should be discarded. A bright teacher standing at the blackboard with chalk in hand, leading his classes, gives the best results. Mental and written arithmetic should go together. Ready reckoning should constantly be kept up, and there should be much adding of columns. Rapid work, also, should be encouraged, but this ought never to be marked for failures.

MR. W. RUSSELL, principal of the Bridgman Grammar School, of Providence, read a paper on "The Relation of the Schools to Arbor Day." He would call attention to trees near the school. The name, form, size, beauty, and landscape effects should be treated. Second, attention should be called to the different forms of shade and ornamental trees, such as maples, oaks, and birches. Third, the proper season and means of identification of native and naturalized trees, and their peculiar architectural structure, which can best be noted in the fall. Also a study of the roots and the growth below the ground, and the life of the tree from beginning to end.

A paper was read by Miss Elizabeth Hammett, of the Coddington School, Newport, on "Page's Theory and Practice of Teaching," which the teachers' reading circle of Rhode Island have been studying for some months.

"Overwork in Public Schools," was the topic of an excellent paper by President Hyde, of Bowdoin College, Me.

In the evening, Supt. Littlefield spoke on the subject of "Overwork in Public Schools," and said: Let the City Councils, and all others in authority who think that there is overwork, see that the schools are diminished in size,—say to thirty or forty pupils; let them see that there are more teachers, more schools, greater efforts for the securing of perfect sanitary conditions, and for the sake of discipline that there are more male teachers. Many of the teachers are overworked, if at all, by devoting themselves out of school hours, to some other vocation, that they may be enabled to make both ends meet, financially. This is entirely wrong.

MISS LAURA M. SANDERSON, of Boston, read the concluding paper on "Physical Training in the Public Schools." Her system, the Blake, was then illustrated by a class of twelve young ladies from the normal school.

The following officers were elected for '86-7:

Pres.—George A. Littlefield, Newport.

Sec.—Lewis H. Meader, Providence.

Asst. Sec.—Charles N. Bentley, Central Falls.

Treas. Eli H. Howard, Providence.

Assist. Treas.—Fred. H. Saunders, Westerly.

Vice-Pres.—Rev. Daniel Leach, D.D., Thomas B. Stockwell, Horace S. Tarbell, Sarah E. Doyle, George F. Weston, Rebecca E. Chase, Chas. B. Goff, Benjamin W. Hood, Rhoda A. Esten, Charlotte Blundell, Everett C. Willard, Ellen A. Salisbury, Gertrude E. Arnold, Frederick W. Wing, Benjamin Baker, W. R. Butler, Emory Lyon, Gilbert E. Whittemore, Rev. William M. Ackley, Dwight R. Adams, Fred. Sherman, Marcus L. Esten, William F. Tucker, Patience Cole, J. Lewis Wightman, Joseph E. Mowry, Hattie S. Fales, Alfred W. Chase, Mary E. Coy, Harriet E. Hewitt, Stella C. Allen, S. Fannie Eddy, Harriet A. Dean, Arthur W. Brown.

Directors.—Alvin F. Pease, George E. Church, David W. Hoyt, Levi W. Russell, Thomas J. Morgan, D.D., Albert J. Manchester, Merrick Lyon, LL.D., J. Milton Hall, William T. Pease, James M. Sawin, William A. Mowry, Walter G. Webster, Ellyn A. Clarke, Henry W. Clarke, Lizzie Hammett, George W. Cole, John M. Nye, Edward C. Tefft, Sarah Marble, Wilhelmina A. Luft, George J. McAndrew, Henry W. Harrub, William E. Wilson, Emma A. Durfee, Julia A. Osgood, Mary E. Wood, Alice T. Jones.

## BROOKLYN.

*Jottings Here and There by Our Special Correspondent.*  
PUBLIC SCHOOL, NO. 24.

This excellent school, situated on Hall street, corner of Beaver street, is one of the largest in the city. There are thirty-five teachers in the main building, and fifteen in the branch school situated on Ellery street. Mr. Almon G. Merwin is principal of No. 24. He is a man of long experience in practical school-room work, having taught in all departments, commencing with a small country school. He has been connected with this school for twenty years. Special interest is felt in primary work. "The foundation upon which all future knowledge is based should be laid surely and carefully. None but the best teachers should be in the primary department. Great and lasting harm is often done, by having unskilled teachers attempt to teach the little ones." The study of the languages receives careful attention. The work and training throughout are such as tend to secure growth in the minds of the pupils. The boys and girls are taught to know the reason of things and to work out in their own minds the relations of cause and effect. There are about 2,900 pupils in the school, including the branch school. The neighborhood is being built up and settled so rapidly that there is already a demand for the admission of nearly one thousand children more than can be accommodated at present. Miss Adelaide Franklin is head of the intermediate department, and Miss Ellen Mowbray head of primary department. The branch school is under the principaship of Miss Emily J. Black. There are six classes in the branch school, having half-day sessions.

## PUBLIC SCHOOL, NO. 26.

Mr. James E. Ryan, principal of this very pleasant school, has been connected with the same for twenty years. He is a graduate of the Albany State Normal School. Connected with this school, including the two branch schools is a corps of fifty-four teachers. Special interest is felt in the subject of general drawing, singing, and map-drawing, including coloring. We have seen nothing in the line of map-drawing and coloring which equalled the many specimens of work seen in this school. At their regular examination, the scholars received 95 per cent. on the work done in this branch of study. The intermediate department is very fortunate in having such an estimable woman as Miss J. E. Hodgdon at its head. She is well known as the author and compiler of exercises for authors' days. It was found that all the teachers and pupils of this department were imbued with the same earnestness and enthusiasm as Miss Hodgdon in their work.

One of the pleasant features noticed in the intermediate department, was the interest the children felt in their class mottoes, selections, and quotations from the writings of noted men. A boys' and girls' literary society has been organized with its officers, critics, etc. Only those who have attained a certain proficiency in their studies are eligible to membership and official honors, although all members of the department can attend the meetings of the society.

The branch schools of No. 26 are under the principaship of Mrs. Elenore E. Elliott, (formerly at the head of the intermediate department in the main school No. 26,) and Miss Emily Henderson. The branch or primary school with which Miss Elliot is connected, is in a beautiful building, one of two lately erected in Brooklyn, which are models of school-room architecture. A more complete account of these school buildings, we may give in another article.

## NEW YORK CITY.

The Art Students' League began its work for the season of 1886-7 on October 4. The classes have been reorganized and re-arranged, so that extra facilities for study are given to the students. In the Antique class, particularly, the light and space have been greatly improved. The report at the beginning of the season is an earnest of a very successful school year. The number of applications and admissions to the classes, and students actually at work during the first week, shows the best record that the League has ever had, even in its most prosperous years. This fact is suggestive of the high position held by the institution, as supplying the best form of art instruction.

Miss Susanna Whitney, principal of primary department of Grammar School No. 41, in Greenwich avenue, recently resigned, having served fifty years as a teacher. Miss Whitney has been a most admirable teacher. We have had the privilege of visiting her de-

partment in No. 41 on several occasions, and never failed to note her zeal and her skill. She was a reader of educational journals and books; she believed in progress; she encouraged her assistants; she was bright and cheerful to the children. She never gave a visitor the impression that she had been a long time in the school-room. She has won hosts of friends, not only among her pupils, but among all who were privileged to know her.

Anthony A. Griffin, the new assistant superintendent, elected to fill the place made vacant by the appointment of Superintendent McMullen to the clerkship of the Board, is a thorough, practical, progressive teacher. Since his boyhood he has been connected with the public schools of New York City. He has been vice-principal of Grammar School No. 2, in Henry st., for nearly eighteen years, and principal of the evening school in Madison st. for several terms. He has also served as an instructor in the evening High School, and as tutor of Higher Mathematics in Cooper Union during several sessions. As a teacher he has proved himself a man of fine attainments and excellent capacity. His election by the commissioners is one which meets with the approval of the New York City teachers generally, who regard it in the light of a well-merited promotion, and a proper appreciation of teaching ability.

THOMAS'S POPULAR CONCERTS.—We are glad to find these concerts resumed, although the auditorium is changed. This winter the Metropolitan Opera House will witness the performances of Mr. Thomas's skilled orchestra. Four of the sixteen concerts announced have already been given with such soloists as Rafael Joseffy, Miss Emma Juch, Madame Pauline L'Allemand and Miss Laura Moore. The concerts to follow are dated February 22, and 24, March 1, and 3, 8, and 10, 15, and 17, 22, and 24, 29, and 31.

Mr. Thomas has been peculiarly successful in arranging his programs for these concerts, keeping their tone purely classic, at the same time bright and interesting, and introducing novelties.

SYMPHONIC CONCERTS.—The first of the new series of Mr. Van der Stucken's symphonic concerts took place at Chickering Hall, Nov. 5. It was a brilliant prelude to the promised concerts, and speaks well for what is to follow: November 19 (afternoon) December 4, January 13, February 4, (afternoon) and 26, March 17, and April 1, (afternoon) and 23.

AT the request of a number of teachers, Mary A. Allen, M. D., will lecture to ladies, on Physiology, in the lecture room of the Anthon Memorial Church, (Dr. R. Heber Newton,) 48th street, between Sixth and Seventh avenues, on Friday, Nov. 19, at 4 P. M. The lecture will treat of topics not included in the usual course on Physiology. No tickets will be sold but an admission of twenty-five cents will be required at the door. Drs. Chilim B., and Mary A. Allen are the authors of "The Man Wonderful in the House Beautiful," a new and attractive book which presents the study of the human body in the form of an allegory. The book has been highly commended by Dr. Hunter, Mr. B. D. L. Sutherland, Miss Jennie B. Merrill, Miss Cavanagh, and a large number of principals and teachers.

## LETTERS

INATTENTION.—I have difficulty in teaching my pupils to attend to the signals. They frequently have to be spoken to personally when the bell rings for recitation, being so engrossed that they fail to hear it. Again I frequently have to repeat a question or a statement in class before a pupil comprehends it. I wish my pupils to be alert and quick, but I am not able to make them so. What do you think the trouble can be?

M. P.

Train them to be alert. Work with this end in view for some time. The reason there is so little attention paid to signals is because we do not impress their importance on the child's mind. The bell is carelessly or accidentally struck, and we make a light matter of it. For a few days we will insist upon a prompt response, and then for the next two weeks think the matter will need no attention. No habit can be formed in the child's mind under such training.

With regard to inattention in class. Aim to cultivate the power of attention in the youngest of your pupils. Let recitations be short and interesting. Read examples and exercises distinctly, and but once. Ask a question but once, and before calling the name of the pupil who is to recite. Frequently call a scholar to you and quietly request him to do several things for you, telling him but once all you wish him to do. If one scholar is particularly indifferent in class direct your sole attention to him—not appar-

ently—but let his case be uppermost in your mind and direct all your powers to keeping that boy's attention.

"NEW EDUCATION."—I do not believe in the "New Education," but in solid preparation in studies. Inexperienced teachers are being deluded into the belief that there is some patent method they may learn and not need much knowledge of arithmetic or grammar.

W. E.

It is too late to stop the search after better methods to attain the good result—character, and that is really what the "New Education" aims at. No doubt many teachers are deluded into the belief that there is some patent method; there always have been a great many such teachers. The complaint the teachers make against the New Education is that it makes them work so hard. The true believer in the "New Education" is himself a student and will know more of arithmetic or grammar than the routinist does. We ask the teachers to investigate—to visit the schools in which the new methods are practiced, and see for themselves.

How should a country school be graded? JAMES R.

By a country school we suppose is meant the ordinary district school, consisting of but one room and employing but one teacher.

It was formerly, and may be still in some places, like resolving order out of chaos to attempt such a thing as grading a country school. The smartest boy had ciphered through his arithmetic, another had gone half through, another had skipped around and done what he could, one took up book-keeping, another wanted algebra and so on. But the experiment need but be tried to show that very successful results may be attained in grading. It will be necessary to have about five grades in a so-called ungraded school; the A grade, comprising the 5th reader, A arithmetic, A geography, A grammar, and such other studies as the teacher may see fit to introduce; the B grade, comprising the 4th reader, B arithmetic, B geography, and B grammar; the C grade, comprising 3d and 3d readers, C arithmetic, C geography, and language work, and so on down to the chart class. There will be crossing of grades to be sure, a great deal at first, but by patient, persistent work, almost every child can become identified as belonging to some grade, and it will be his joy and pride to keep up with that grade, to take up any study that the others may, and to pass out with them at the close of the year.

SHOULD a primary teacher know as much as a high school teacher? H. M. P.

Is it true that the elements of all the sciences should be taught in the primary grades? AGNES.

If "as much" means technical knowledge, minutiae of higher mathematics and the sciences, we answer, "no, it is not necessary." But primary work needs the best teachers, the truest teachers, those fitted by nature and training for the work. It needs those of broad education, those who possess warm hearts and infinite tact.

If the primary teacher had no higher function than to hold a first or second reader, a primary arithmetic, or spelling-book in the hand and "hear lessons," then a knowledge of the science would be superfluous. But it is her duty to train them in habits of close observation, to awaken an interest in the things of nature; birds, animals, stones, and sea-shells are to be made the subjects of object lessons. If a teacher is brimming over with knowledge aside from other qualifications so much the better. She will impart a great deal of interesting and useful knowledge to the child, incidentally or otherwise, that will tend to fit him for the work that is to come.

## QUESTIONS.

1. How should "the" and "a" be spoken when preceding nouns? T. N.
2. Does a great amount of pencil work tend to make scholars good writers? P. A. W.
3. What are the best means of influencing scholars against the use of tobacco? E. G. H.
4. What industry can be profitably introduced into country schools? N. C. C.
5. Ought children to study out of school hours? G. B.
6. How can physical training be introduced into country schools? E. H.
7. What is the best way of promoting cleanliness and tidiness among scholars? E. M. R.
8. Did the Creator intend that we should be educated? H. C. H.
9. Is it possible for one who has a high school education and three years' experience, to become a professional teacher? A. M.
10. How shall I succeed with dull scholars? J. A. C.
11. Would you urge scholars to study out of school? H. B. N.
12. Is it advisable for a teacher to go out to play with the scholars? L. A. S.
13. How can I improve myself in drawing? J. W. Z.
14. How shall I teach a class of beginners to read and write numbers? H. B.
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## NEW BOOKS.

**SIMPLICITY AND FASCINATION.** By Anne Beale. Boston: Lee & Shepard, Publishers. New York: Charles T. Dillingham. 499 pp. \$1.00.

In this volume of nearly five hundred pages, is a story, opening with a scene of quiet home life, in a snug and pretty home near a small market-town in England. Within the house is a family of children of various ages, each one engaged in some pleasant, happy employment. Time goes on. A change comes, and the children are scattered about and find different homes. To follow their fortunes in all the ups and downs of life, and enter into their efforts and plans, has been the aim of the author. There is a strong religious vein, as well as a strain of sadness, going through the book, and the interest in all its various characters is kept alive in the mind of the reader until the close. Jessie, the eldest daughter, takes a prominent and important part in the affairs all through, and retains her charming simplicity of character from beginning to end. Altogether, the story is a good one and well worth reading.

**A BOSTON GIRL'S AMBITIONS.** By Virginia F. Townsend. Boston: Lee & Shepard, Publishers. New York: Chas. T. Dillingham. 385 pp. \$1.50.

There is always a demand for good stories among the thoughtful readers of books, for there are times when the mind needs just the rest a story can give it. This fact is demonstrated in the perusal of "A Boston Girl's Ambitions." It opens under the shadow of the Old South Meeting House, and is pleasantly written. The hero, a graduate of Harvard, on his way home from the New England Historical and Genealogical Society building, meets with a young man of striking appearance, and flings out, by speaking to him, that he is reduced to penury, and his sister, a young girl, is starving to death in an attic. Impelled by his generous disposition and a swift, impulsive temperament, he gives the stranger all the money he has in his pocket—about forty dollars. The effect of this gift on the life and future welfare of the brother and sister, its reflex influence on the generous giver, and the outgrowth, in all its phases and complications, form a very good story of three hundred and ninety-five pages.

**OLD BONIFACE.** A Novel. By George H. Picard. New York: White, Stokes, & Allen. 279 pp. \$1.50.

To "Old Boniface" the author has also applied the title of "A Gentle Comedy," and in glancing over its pages it is plainly seen that the idea is well carried out. Mr. Picard is inclined to produce a surprise, positive and welcome, in his books, and the present volume shows an excellent sense, and bright originality. The charming German town of Weimar is the scene of its commencement, but a change is soon made to England. Among the interesting chapters, of which there are nineteen, are found, The Misses Geddes,—In the Temple.—At the Albert Memorial.—The Daughter of a Hundred Earls,—Love in an Omnibus and Elsewhere,—In Kensington Gore,—A Modern Catherine de Medicis,—A Promise and—a Pineapple,—Lady Mary's Fairy Story.—A Literary Curiosity. The book is attractively bound, with novel decorations on the covers, in brown and black, fine paper, and good, clear type.

**THE BUCHHOLZ FAMILY.** Sketches of Berlin Life. By Julius Stinde. Translated from the Forty-ninth Edition of the German Original, by Dr. L. Dora Schmitz. New York: Charles Scribner's Sons. 262 pp. \$1.25.

This volume, which is a translation from the German, consists of a series of sketches of life in Berlin, and will be better appreciated, as it deals especially with the homes and surroundings of people in middle-class life. Home pictures are produced with fidelity, and the local dialect truthfully represented. The Buchholz family, as the author informs us, lived in the *Landsberger Strasse*, where people passed their quiet days, and wore wooden shoes, without troubling themselves about the grandees who owned palaces and kept to *Unten den Linden*, or the *Wilhelm Strasse*,—and but for a disagreeable occurrence, that led Frau Wilhelmine Buchholz out of her seclusion, and tempted her to give vent to her indignation in print, these sketches might never have been prepared. Among the bright and spirited chapters are the following: From Outside,—A Birthday,—A Musical Betrothal Party,—Herr Buchholz suffers from Toothache,—Ghost Stories,—A Magnetic Tea-Party,—In the Wagonette,—A "Poiler Abend" on the Third Floor,—Herr Bergfeldt's Misfortune,—To a Spoonful of Soup,—The Last Coffe-Party,—A Wedding,—After the Wedding,—The First Party. Those, especially, who are interested in descriptions of German home-life, cannot fail to enjoy the reading of these sketches.

**THE CASTING AWAY OF MRS. LECKS AND MRS. ALESHINE.** By Frank R. Stockton. New York: The Century Co. 130 pp. 50 cents.

This is one of the raciest, most humorous, and unique of all Mr. Stockton's writings. It takes one back to childhood, when Robinson Crusoe was the charm—and this is a Robinson Crusoe story of special merit, because of its extraordinary situations and matchless exhibitions of character. It would be a difficult matter to put more real humor into one hundred and thirty pages than the author has done. Mrs. Lecks and Mrs. Aleshine are two well-to-do widows, who are going to Japan—Mrs. Aleshine to visit a son, and Mrs. Lecks accompanies her friend, as "she would not allow her to make such a voyage as that alone." The vessel comes into collision with a small steamer, and as it is in danger of sinking, all the passengers must take to the small boats. It is useless to attempt to tell how these two widows, with one gentleman passenger, secure a boat which they soon find to be almost a sieve; of their peregrinations, or floating in the water, while Mrs. Lecks comforted them at intervals with German sausages from her pocket, as well as soft biscuit which were found safely reposing in a glass jar, also in the depth of her capacious pocket; or how they reach a fairy island upon which was a furnished cottage all ready for house-keeping; or how they decided to pay rent for this cottage in the very honest fashion of setting aside a certain sum of money each week, and placing it in a ginger jar, which stood ready for it on the mantel; of the arrival later of a small, open boat with a party consisting of the Rev. Mr. Enderton, "lately missionary to China," and his daughter, and some sailors. Their solemnly comical

conversations and arrangements, must be read to be appreciated.

This novelette is well bound in paper or cloth, with decorated covers, heavy paper, and clear type.

**SKELETON LESSONS IN PHYSIOLOGY AND HYGIENE.** By Alice M. Guernsey. Chicago and Boston: Interstate Publishing Co. 15 cents.

The title recommends the work. There is a growing demand for help in teaching the elements of science, and this excellent little work will be welcomed by the primary teacher as containing valuable aid in instructing and interesting little ones in physiology and hygiene. Lessons are given on the nervous system, circulation, digestion, respiration, and the effects of alcohol and narcotics on the system. These lessons are developed in a lively and interesting manner, such as is adapted to impress and interest

part of a series, on the same subject, they will be read with greater interest, and others will be looked forward to, with anticipation. The very names of Washington and Grant have a power in them to stir the hearts of all true Americans, consequently they are ready to respond to what may be written of these men, representing their lives and character. The volume on George Washington, opens with, The Boy-life of a Boy who was to Become a Great Man. Passing on in life, we see Washington as the Young Surveyor, A Young Major, A Very Young Commander, A Boy Colonel, Going to the Legislature, Washington sent to Congress, Commander-in-Chief, The Commander-in-Chief made Dictator, Tempting Washington with a Crown-Elected President Unanimously, A Grand Inaugural, The Farewell Address, Home Again at Mount Vernon. These topics, selected from the contents of the various chapters of the book, serve only as special points that shed a brighter light upon a life so grand and useful, and which Mr. Stoddard has portrayed in a vivid manner.

Ulysses S. Grant lived his remarkable life under circumstances very different from those of George Washington, and yet in some respects very similar. An eventful war, a struggle for liberty and freedom, and a world-renowned and wonderful victory entered into the life of each man, and has become inseparable from him. The author, in his "Life of Grant," shows us a little eight-year-old boy, driving his father's team of strong, spirited horses, to and from the woods. He was to drive home every load of wood that was to be used at the home and tannery that fall. Further on we find him at a boarding-school and West Point, then, On Duty with a Regiment. After his experience of soldier-life in the Mexican War,—during which Mr. Stoddard gives some of the most interesting passages in the book,—a time of peace and home-life comes in, to prepare him for the greatest struggles and events of his life. Grant's position as soldier and commander, during the Dark Hours of the Nation, Mr. Stoddard has portrayed in the most graphic manner, taking his readers with him to the battlefields. Later on in the book is found, Grant Elected President, Re-Elected, A Last Great Public Service, Across the Ocean, Perfect Prosperity, A Sudden Storm, Suffering, Heroism, The Great Lesson. It is the design of Mr. Stoddard to make this the standard series of its class. The books are bound uniformly in red, with attractive designs in black and gold on the covers, showing the portraits of Washington, Lincoln, Grant, and Garfield.

**HINTS TOWARD A SELECT AND DESCRIPTIVE BIBLIOGRAPHY OF EDUCATION.** Arranged by Topics and Indexed by Authors. By G. Stanley Hall and John M. Mansfield. Boston: D. C. Heath & Co. 277 pp. \$1.75.

This book is the first of its kind prepared in this country. The material of which it is composed, was primarily designed as a set of topical reference lists, to be used in connection with the author's lectures on education, in Johns Hopkins University. The author states that the work is to a large extent a fight against the hack writers who have much abounded and have discredited educational literature. He has admitted no title merely to give it the benefit of a doubt, but has acquired some positive reason for admitting every book with which he was not already acquainted at first hand. A glance at the index of subjects shows that the range of literature covered is very great, no less than sixty principal topics being included. The field of education has become so vast that the general reader who attempts to master all its departments alike, is sure to reach a failure. He must choose some subject and make himself familiar with all that has been written concerning it. In this way he will be a master in one branch at least. Without doubt, some good books have been omitted, and bad ones included, but this work, nevertheless, will be an invaluable guide to the earnest student who desires to attain thoroughness in any branch of educational study. The book closes with a complete index to authors.

## MAGAZINES.

*The Art Amateur* for November gives a double-page colored study of magnolias, by a French artist. Also several black and white designs by the same. The decorative panels for dye-painting, as well as the specimens of Haviland ware, are exceedingly good. This magazine is now in its eighth year, and promises to keep up its standard for the coming year.—*The Art Interchange* for November 6, has a single-page colored plate of yellow roses. The style of painting and composition is like a French fan, and very suitable for such decoration. The colored plate of October of purple grapes was vigorous and broad. The difference in the two methods is given to please and educate subscribers. The designs for Christmas cards, tiles, and china, in the November number are very valuable.

## CATALOGUES AND PAMPHLETS RECEIVED.

Third Biennial Report of Public Instruction in Colorado, 1880-82. Hon. Leonidas S. Cornell, Superintendent.

Annual Report of the Commissioner of Pensions, 1885-86. John C. Black, Commissioner.

Address of the Committee of One Hundred to the Citizens of New York.

Catalogue of Books published by D. C. Heath & Co., 3 Tremont Place, Boston, Mass.

Biennial Reports of the District Schools of Utah, 1878-79; 1880-81; 1882-83. Hon. John Taylor, Territorial Superintendent.

Catalogue of the Cape Fear Academy, Wilmington, N. C., 1886-87. Washington Cattell, Principal.

Fifteenth Annual Report of the Public Schools of Kansas City, Mo., 1885-86. J. M. Greenwood, Superintendent.

Third Annual Report of the U. S. Civil Service Commissioners, 1885-86. A. P. Edgerton, W. L. Trenholm, and Dorman B. Eaton, Commissioners.

Report of the Muscatine, Iowa, City Schools, 1885-86; and Announcement for 1886-87. F. M. Witter, Superintendent.

Report of the Protestant Schools of Manitoba, 1885. Hon. D. H. Wilson, M.P.P.

Catalogue of Kingsley Seminary, Bloomingdale, Tenn., 1885-86; Circular for 1886-87. Joseph H. Keaton, A.M., Principal.

Annual Catalogue of State Normal School, Florence, Ala., 1885-86. T. J. Mitchell, A.M., President.

Rules, Regulations, and Course of Study of the Public Schools of Okaloosa, Iowa, 1886. Orion C. Scott, Superintendent.

Fourth Biennial Report of the Schools of Colorado, 1882-84. Joseph C. Shattuck, State Superintendent of Public Instruction.

Catalogue of the New Providence Academy, Iowa, 1885-86. C. L. Mitchener, A.B., Principal.

Annual Catalogue and Announcement of South Lancaster Academy, Mass., May, 1886. Chas. C. Ramsey, A.M., Principal.

**THE LIVES OF THE PRESIDENTS.** George Washington. By William O. Stoddard. New York: White, Stokes, & Allen. 307 pp. \$1.25.

**ULYSSES S. GRANT.** By William O. Stoddard. New York: White, Stokes, & Allen. 362 pp. \$1.25.

In his "Lives of the Presidents," Mr. Stoddard has shown the peculiar tact he possesses in writing to interest all classes of readers, and while these volumes seem to have been written more especially for the young, the interest that clusters around each chapter, captivates the old and more thoughtful as well. In preparing them, the author has designed to be strictly accurate, so that the works, as historical productions, may be reliable and valuable. They are given to the lovers of American History as the results of the latest and careful research, and forming, as they do,

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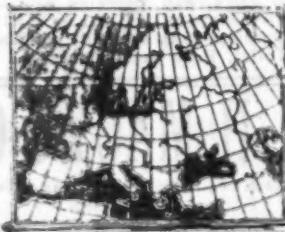
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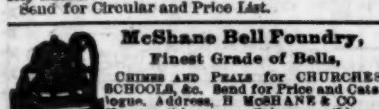
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It is rather a notable fact that among the small number of these publications, so very large a proportion has come from the press of the National School of Elocution and Oratory, of 1,127 Girard street, Philadelphia, whose publications include a wide range and variety for all ages and occasions. Among the best known are "Young Folks' Dialogues," and "Young Folks Speaker," containing concert recitations, holiday pieces, ringing temperance speeches, soul-stirring patriotic orations, etc. 100 pages, attractively bound; "Young Folks' Entertainments," containing motion songs, charades, pantomimes, tableaux, concert recitations, motion pieces, drills, etc.; "Choice Humor," adapted for use in public and private, a very fine selection of articles from our best authors; "The Elocutionist's Annual, No. 14, best readings from the current literature of the year; and Shoemaker's well-known dialogues. Everybody ought to send for their complete catalogue.

Comparisons are said to be odious; and yet one can hardly help drawing comparisons between the inefficient and hap-hazard methods of some so-called "agencies" and the thorough, business-like conduct of the popular Union Teachers' Agency of Messrs. A. Lovell & Co., at 16 Astor Place, New York. Since its establishment in 1880, this agency has been especially fortunate in securing the confidence of those who employ teachers. The places they secure are mostly by special recommendation in response to applications for teachers, and hence their candidates are not deluded into writing useless letters through picked-up information obtained by chance. All who visit New York are invited to come to their office and inspect their system of work.

You cannot do good work in any direction with poor tools; and especially in so exact a science as optics, are needed the most accurate instruments, either for practical or experimental work. All who are in any degree concerned with the use of the microscope and its accessories; or with photographic outfit, amateur or professional, will do well to send to Messrs. W. H. Walmsley & Co., of 1016 Chestnut St., Philadelphia, for their illustrated Price List mailed free to any address. And be sure to mention this paper in corresponding with this firm.

**A NEW VIEW OF CONSUMPTION.**

**And One which Appeals to Common Sense. Many Curable Cases.**

[Medical Stilus.]

"Many persons die of Consumption who could easily be cured," says Dr. S. C. Clark, of Watertown, N. Y., "if they would go at it right. I have a new view of the disease. Consumption is not always of lung origin."

"How so? What is it then?"

"Many cases of consumption are secondary. The disease itself prevails everywhere, but the best practitioners refuse to attribute it entirely to inheritance or the weather. If a person lives in the most favorable climate in the world and has any tendency to lung weakness, if certain conditions exist in the system, that climate, however favorable, will not prevent development of the disease. The disorder in such cases is only a secondary symptom in the lungs of some other ailment, and can never be cured until approached through its source."

"Yes, doctor; but what is the method of approach?"

"If you dip your finger in acid you burn it; do you not?"

"Yes."

"If you wash this burnt finger every second with the acid, what is the result?"

"Why, constant inflammation, festering, and eventual destruction of the finger."

"Precisely. Now then for my method, which commands itself to the reason and judgment of every skillful practitioner. You know certain acids are developed in the body. Well, if the system is all right these acids are neutralized or utilized and carried out. If the system is run down by excesses, anxiety, continual exposure, or overwork, these acids accumulate in the blood. If there is any natural weakness in the lung, this acid attacks it, having a natural affinity for it, and if the acid is not neutralized or passed out of the system, it burns, ulcerates and finally destroys the lung. Is this clear?"

"Perfectly! But how do you prevent the accumulation of these acids in the system?"

"Irregularities of the liver and kidneys create this excess of acid and the supply can be cut off only by correcting the wrong action of these organs. The kidneys alone should carry out in quantity, in solution, enough of this acid daily, which, if left in the blood, would kill four men. When the stomach, the liver, and the kidneys are all conspiring to increase the acid, the wonder is that weak lungs resist death as long as they do!"

"But you have not told us how you would treat such cases."

"No, but I will. The lungs are only diseased as an effect of this acid or kidney poison in the blood. After having exhausted all authorized remedies to correct this acid condition, I was compelled, in justice to my patients, to use Warner's safe cure; though a proprietary remedy, it is now recognized, I see, by leading physicians, by Presidents of State Boards of Health, and by insurance physicians, as a scientific and the only specific for those great organs in which over ninety per cent. of diseases originate or are sustained."

"Is this form of treatment successful?"

"It is wonderfully so, and for that reason I am only too willing that you should announce it to the world of consumptives."

Note by the Publishers.—We have received the above interview from H. H. Warner & Co., Rochester, N. Y., with the request that we publish it for the good of suffering people. In a foot note to their letter they say:

"The experience of Dr. Clark is not strange to us. In our correspondence we have found that many thousands of people are suffering from what they think is Consumption, whereas the real difficulty is with the liver and kidneys, proven by the fact that when these organs are restored to health by the use of Warner's safe cure, the consumption disappears, and so does uremic or kidney poisoning, which causes so many symptoms of diseases that the human system is subject to. The same may be said of rheumatism, caused by an acid condition of the system. We insist upon what we always have claimed; if you remove the cause, the system will soon perfect the work already begun." Mrs. Rev. Dr. Theodore Wolf, of Gettysburg, Pa., wife of the editor of the *Lutheran Quarterly*, said her friends thought her "far gone with Consumption," but after a thorough treatment with Warner's safe cure, she says: "I am perfectly well." We can cite thousands of such cases, but one is enough. If you publish the above article, kindly send us a marked copy."

We gladly give place to the article, for if we can in any way stay the ravages of Consumption, which carries away so many millions yearly, it is our bounden duty so to do. —PUB.

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While in the army I contracted a severe Cold, which settled on my Lungs, resulting in exhausting fits of Coughing, Night Sweats, and such loss of flesh and strength that, to all appearance, Consumption had laid its "death grip" upon me. My comrades gave me up to die. I commenced taking Ayer's Cherry Pectoral, and it

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Last year I suffered greatly from a Cold, which had settled on my Lungs. My physician could do nothing for me, and my friends believed me to be in Consumption. As a last resort, I tried Ayer's Cherry Pectoral. It gave immediate relief, and finally cured me. I have not the least doubt that this medicine

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